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THE UNIVERSITY OF ALBERTA

STUDY OF LIFE ROLES AND VALUES OF SENIOR UNDERGRADUATE EDUCATION STUDENTS

by

JERRY B. MACNEIL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON ALBERTA

Fall, 1990

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Supervisor

External Examiner

Date: 28/9/90

Dedication

To my dear wife Donna and our six children Scott, Adair, Corinne, Todd, Brett and Tania, for the love and support they have always given;

To my mother and late father for the value of perseverance they established within me;

and

To the memory of C. E. (Sam) Henry who set me on this path thrity-five years ago.

Abstract

A study of one hundred and fifty-seven senior undergraduate education students was undertaken to explore the relative importance of twenty work values, and the relationship of these values to five major life roles of studying, working, community service, home and family, and leisure. The relative importance (salience) of the five life roles was also measured. In addition, the study was designed to explore the relationship between values and images of teaching, career expectations, and student characteristics as measured by admission status, program performance, and program route. The theoretical foundation for the study is based upon propositions by Super (1953, 1957) which view careers as a development process of implementing the self-concept.

The findings indicate that education students tend to value areas of personal achievement and social orientation more than those that relate to working conditions and risk taking. The level of work salience (importance) was high across the total sample with the role of home and family rated as the most important role for the majority of students. Community service was judged to be the least important of the life roles measured.

It appears that, generally, students are uncertain about their career in teaching. Less than half of the

respondents indicated that they expect to obtain full-time employment as a teacher and one-third expect to eventually seek a full-time position different from teaching. The quantitative data gathered on this item was supported by the data gathered through the interview process.

The results of correlative analysis between values and life roles, career expectations and images of teaching revealed a number of statistically significant correlation coefficients at the .05 level. Of the values which respondents will seek in future life roles, leisure activities and work showed the greatest number of significant positive correlations.

The results of the study suggest that the education students studied placed a high degree of importance upon values which emphasize social orientation, personal development and home and family. They also approach their careers with a degree of uncertainty, are low risk takers, and expressed interest in the status of teacher education and the profession.

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CHAPTER I

Statement of the Problem

In recent years, an increasingly complex world has challenged many long standing traditions. Technological change, population shifts, economic conditions, increased leisure time, threats to the world's physical environment and changing social values, have had a powerful impact upon the way in which many people live their lives.

Children and adults must make choices among numerous possible responses to the stimuli which are part of their physical and social environment. The complexity and diversity of the modern age, while presenting many opportunities, also provide numerous challenges. These challenges are encountered within the context of the different roles one plays throughout the various stages of life. Opportunities are confronted on the basis of the values one holds and are realized by the extent to which the challenges are successfully met.

One group at the centre of these opportunities and challenges are those who are preparing to enter the teaching profession. In this rapidly changing world, those who choose a career in teaching place themselves at the forefront of the process intended to assist the young in developing an understanding of their world. This complex

process of shared knowledge and shared experience, designed to enhance the quality of human life, is one with which teachers contend on a daily basis. Who determines what constitutes a "quality" experience? What values are used as a measurement of positive or negative outcomes of the teaching act? To what extent can conditions relevant to the teaching/learning process be known by the teacher and remain within the sphere of his/her influence and control? In a period when individual rights are being heralded and when public education is under close scrutiny, how does an individual prepare for, and operate within, a profession that is guided more by group conformity than by libertarianism?

By virtue of the work which they have chosen, teachers have the potential to affect, in a formative way, the present and future generations. This effect may be determined by numerous factors, not the least of which are the values they hold and the satisfaction they seek in work and other life roles. If we are to become more effective in developing ways to improve the teaching/learning experience, we must continue to analyze and interpret data obtained through established research practices which focus upon the values and behaviours of those individuals preparing for a career in teaching.

To provide structure in this area of inquiry, seven research questions were developed.

1. What is the relative importance of specific values to undergraduate students?
2. To what extent do undergraduate education students participate in, feel committed to and seek value in each of the five major life roles: studying, working, community service, home and family, and leisure activities?
3. What are the relationships between declared values and various life roles which education students occupy?
4. What are the relationships between identified values and future activities as perceived by education students?
5. What are the relationships between declared values and student characteristics as measured by admission status, program performance, and program route?
6. What images do undergraduate education students have about the teaching profession and their career path within it?
7. Can an analysis of the data obtained in seeking answers to the above questions assist in making judgments about recruitment, selection and retention of teacher education students?

For many, participation in a teacher education program occurs at a time which bridges the gap between adolescence and adulthood. It can and should be a time of intellectual, social and psychological growth. It can also be a period

when one's belief systems are challenged in the light of new ideas and experiences. Ralph (1989:34) describes the majority of student teachers as being "...in their early 20's, at the stage when they are forming personal and moral standards and are searching for meaning in their lives. Their identity is stabilizing." Kimborough (1983), in writing about school administrator's concerns with personal beliefs, states that "to survive and help educational organizations thrive demands personal attention to what one believes." In their final years of preparation, student teachers, some of whom will become educational administrators, face the task of identifying and clarifying their own values, belief systems, and expectations, vis-a-vis the teaching profession and other life roles. Fenstermacher (1980:134) argues that no description of teaching and learning can be considered adequate unless it includes consideration of the beliefs and intentions of teachers and students. He maintains that a change in research methods to include attention to mental states is necessary if teacher education is to be improved. The examination of student teachers' beliefs, values and attitudes addresses the developmental nature of human learning. This process of examination is interwoven with the various roles student teachers currently occupy and the perception they hold of future roles.

Howey, Yager, and Joyce (1978) state

> The preservice teachers' perceptions of the role of teacher are somewhat idealized and their perceptions are reinforced by many of the sheltered experiences of a teacher education program. They may be satisfied because they are preparing for a classroom world that does not exist.

The "classroom world" about which Howey et al, (1978) speak is not the only "world" with which future teachers must contend. Teachers must find a balance between their professional role and the variety of other roles in which they will become engaged in other aspects of their lives. In order to examine the multi-dimensional life roles which adults occupy, Super (1983) and associates developed a Life Roles Inventory (LRI) to measure values, participation in, commitment to, and value sought in five major life roles: **study, work, community service, home and family, and leisure**. (Appendix 1) Recent studies by Macnab (1985) and Madill (1985) have examined the values and life roles of education students, business students, and occupational therapists using the LRI.

The instrument serves a useful purpose in measuring values and the relative importance which education students ascribe to work in the context of other life roles. It is also sufficiently flexible in design to permit the examination of areas of inquiry specific to the occupational group being studied. Canadian norms for the LRI have been developed for various occupational groups by the Employment

Support Services Branch of the Canadian Employment and Immigration Commission. The data gathered in this study constituted a portion of that normative data.

Purpose of the Study

The purpose of this study is to analyze data on undergraduate education students which address the research questions outlined above. Specifically, the objectives are fivefold:

1. To examine the values held by education students who are preparing for teacher certification.
2. To identify the relative importance to the students of five major life role activities; study, work, community service, family and friends, and leisure.
3. To correlate data obtained in the area of values and, the salience of these values in five major life roles, with status of admission to the teacher education program and program route.
4. To examine the images which student teachers have of the teaching profession and their career expectations.
5. To establish a data base that could be used for a longitudinal study in teacher education.

Albert (1968); Rokeach (1973); Stuttle (1982); and Super (1973) have all affirmed the relationship between values and behaviour. The examination of factors which have behavioral outcomes and may result in effective teachin;

requires that information on students who are in the process of becoming teachers be constantly sought through a variety of research modes. Data gathered through this process can assist in the development of a more realistic image of those who choose to teach, and the impact they may have upon the profession.

The quest for characteristics and traits which appear to be directly related to "good teaching" is not new. Morris, (1929); Odenweller, (1936); and Sanford, (1938), writing in the early part of this century, presented an overview of the search for qualities and traits which appeared to have a close relationship to effectiveness in teaching. These early writers were followed by Ryans, (1960); Crocker, (1974); Lortie, (1975); Goodlad, (1988) and others who addressed issues dealing with selection, training, personal characteristics and teaching behaviours of members of the teaching profession. More recently, in the Report to the Minister (1984), the Deans of Education, Province of Alberta, made recommendations for improvements in the selection and training of student teachers, as well as the ongoing evaluation of the effectiveness of teaching and professional development in the schools of that province.

In the current climate of challenge and change, research in teacher education takes on added significance. There is a dearth of information on the make-up of the

members of the student populations in teaching education programs. The relationships between attitudes, values, beliefs, current life roles, academic performance and future expectations of becoming teachers are not always clear. This study will address those relationships.

A Personal View

As one engaged in teaching and educational administration for twenty-five years, and having been involved in teacher education, recruitment, supervision and evaluation, I have frequently found myself asking the following questions:

1. Who are these, usually young, individuals who have chosen teaching as a career?
2. Why have they chosen to enter a teacher education program?
3. What do they expect from me as their professor, prospective employer, supervisor?
4. How do they view my role as one with which they must interact as they move towards realizing their personal, educational and professional objectives?
5. What are their interests?
6. What do they value?
7. What expectations do they have of the profession and their future within it?

In my role as a senior administrator responsible for placing teachers in urban, rural and northern communities, I could not help but speculate on how the values which applicants held would fit into the communities in which they were being placed. How would the roles in which they would become involved outside of school impact upon the broader community in general and upon their students in particular? Was there some generic set of qualities that, if identified, would assist me as the administrator in making the best possible match between teacher, classroom and community?

As a school principal I worked with beginning teachers as they struggled through their early years. Some, as well prepared as they could be, were willing and able to grow. For others, the "world of the classroom" was alien and overpowering. They contended with the numerous and sometimes contradictory expectations of students, parents, school administrators and the community at large. They struggled for balance among the many roles which they played so the role of "teacher" would be secure and rewarding. Many blossomed into fine teachers and achieved that balance and others left the classroom, school and community with an emptiness that only comes through defeat.

As an administrator it became important to me to understand the world view of the teachers in whose life I would become a "significant other." As a professor of education I attempted to bring my understanding of reality

to the classes I taught. I tried, also, to learn from each class to become more aware, more sensitive to the views which student teachers have of the teaching profession and their future role within it. Presently, as one involved at the provincial level in matters relating to a wide range of educational issues, including teacher education, I continue to pursue a deeper understanding of what it means to be a teacher and, in concert with others, refine policy and implement programs that will enhance the quality of instruction children receive.

This research project presented an opportunity to reach beyond classes taught and individual teachers supervised; to replace the informal means of inquiry with a structure that would gather and analyze data about student teachers that might be used by myself and others in understanding beginning teachers better. It is not designed as a means of discovering definitive answers to problems in teacher education, but as a means of developing more substantial questions which will contribute to a better understanding of teachers in the stage of becoming. This project is another attempt to better understand the linkage between what education students bring to the teacher training experience, what impact their program has upon them and what perceptions they have of the career they are about to enter.

It was clearly my intention to report on this data closer to the time it had been collected. Two major career

changes involving increased responsibility, related family moves and on-going obligations, and an unfortunate mishap involving the loss of text and data analysis, have resulted in a later report. As is often the case, however, events which present formidable challenges also provide opportunities to learn and grow professionally. It is my feeling that, in many respects, to have completed this research earlier would have been desirable. The data presented in the research remains relevant, however, and the reporting is enhanced by my subsequent involvement in numerous educational projects at the provincial and national levels which involve teacher education.

Education in any form is a life long process. Time does not limit this process when one possesses the desire to persevere with the guidance support and encouragement of others. Is that not what teacher education is all about? Does that not confirm that I, too, am a teacher in the Process Of Becoming.

Significance

The preceding discussion has examined the need for research in teacher education. Andrews and Rogers (1981:12) state that,

> Research on teacher education is clearly a difficult undertaking because of the complicated nature of the phenomena being studied. Teacher education, whether formally constituted or not, consists of a long series of operations that are

> not yet clearly identified. Each of these in turn consists of complex sets of activities still not clearly identified or measured. Under these conditions research designs have been sought that promise to account for a large number of factors and their interacting effects.

The significance of this study is that it examines "a large number of factors and their interacting effects." The study provides a data base on one hundred and fifty-six undergraduate education students in the following areas: values they hold; the extent of participation in, commitment to, and expected future involvement in five major life roles; how they envisage teaching; and what their expectations are of their career development. In addition to providing analysis of the relationships among factors measured by the LRI and student admission status and program performance, this study could provide a data base from which a longitudinal study could develop. A follow-up study of the students participating in the project could generate valuable information.

Because the data gathered in this study have been used in an international, interoccupational project, it provides a comparison of education students with members of other occupational groups.

Organization of the Thesis

This chapter contains an introduction to the research problem. Seven research questions are identified and five specific objectives presented. A personal perspective on

the value of the research is given. The purpose and significance of the study is also stated.

In chapter two a review of the literature considered relevant to the study is presented. Major theoretical areas include teacher education, values, and career development and the world of work.

The research design and methodology are discussed in chapter three. The research instrument is evaluated on the basis of reliability and validity reported in other studies.

Chapter four reports the results of interviews conducted with a sub-sample of thirteen students drawn from the original sample of one hundred and fifty-six.

The data gathered through the administration of the LRI are reported in chapter five. Demographic data, as well as the relative importance to the respondents of twenty values and participation in, commitment to, and value sought in five major life roles are tabulated.

Discussion and analysis of the data reported in the previous chapters is presented in chapter six. The findings are discussed in relation to the research questions and the relevant literature.

The chapter presents a summary of the study. Conclusions and implications for further research and teaching practice are presented.

CHAPTER II

Review of Literature

Introduction

Three theoretical areas of inquiry are involved in this study: Values; Career Development and Life Roles; and Teacher Education. The focus of this study is on teacher education and the extent to which students in the process of becoming teachers declare their values and perceive their participation in, commitment to, and value sought in five major life roles. In addition, the study examines the images which the students have of the teaching profession and their career expectations. Consequently, the literature review will examine values and career development in the context of teacher education and the teaching profession.

Teacher Education and the Profession

In recent years there has been a proliferation in the number of studies, reports, and articles which address fundamental issues in teacher education. (Lortie, 1975; Joyce et al, 1977; Shavelson, 1981; Fenstermacher, 1980; Shalock, 1979; Goodlad, 1984; Horowitz, 1984; Fullan and Connelly, 1987; MacKinnon, 1989; Ralph, 1989; and Ingram and Worth, 1987). These authors examined major issues which have an impact upon how individuals prepare for and function within the teaching profession.

An examination of the literature has revealed a number of themes relevant to this research which will be examined in this review:

(a) The Development of the Teacher Education Dilemma;

(b) Admission Procedures;

(c) Program: Design and Delivery;

(d) Socialization of Beginning Teachers;

(e) Teacher Education and Effective Teaching.

The Development of the Teacher Education Dilemma

Schooling in North America has a history of more than three centuries. Although schools existed during the colonial periods of both Canada and United States, little or no attention was given to pedagogy and the preparation of teachers until much later. Lortie (1975:17) writing on this subject states,

> From the perspective of more than three centuries of schooling, the creation of formal arrangements for training and certifying teachers is relatively recent. For almost two hundred years, those who taught school received no special preparation.

Although the first normal school in the United States was opened in 1839, (Tyack, 1967), it was almost a century before the expansion of teacher training programs developed to the point where the majority of teachers in public schools possessed specialized training in education. (Elsbree, 1939)

As the need for training certified teachers expanded and the public demands for improved schooling became stronger, teacher training moved from the normal school setting to the University community. The blending of the liberal arts and sciences with the professional component was to have transformed the preparation of teachers for a rapidly changing world. While considerable improvement has occurred in teacher education programs over the years, not all would agree that the expected "transformation" has occurred. Some dispute the fact that the University should be responsible for all teacher education.

The call for changes in teacher education has been heard frequently over the past years. (Joyce and Clift, 1984; Ingram and Worth, 1987; Goodlad, 1988; Hardy et al, 1988; Koerner, 1963; Weaver, 1983; Hopkins, 1985; Taylor, 1987). Within the climate of desired change Lortie (1975:22) cautions about the balance between the appearance of dynamic changes in the areas of curriculum and pedagogical theory and the relative dominance of continuity in structural areas such as "the disposition of authority," "the status of teachers inside and outside the institution," and "the conditions which surround entry to the work."

It is the reconciliation of the apparent structural continuity of the occupation with the dynamic nature of the development of knowledge which presents a dilemma for those

who determine what the nature of teacher education should be.

Guthrie and Clifford (1989:380) contend that, "Schools of education and elite research oriented campuses have pursued three less than satisfactory survival strategies:

1. interdisciplinary appeasement;
2. academic intensification;
3. a search for legitimacy as a social science."

In so doing, these authors contend that: "schools of education have succeeded only in alienating themselves from the public school professionals whose needs they are bound to serve."

If the purpose of pre-service teacher education is to systematically provide for the initial stages of development of each student into a professional educator, then what should a teacher education program be expected to accomplish with their students so that one can have some assurance that graduates will be competent to teach, and how can one know that the efforts of the teacher are successful? In addressing these questions Gephart and Ayers (1988:X-XI) contend that the following factors are critical in assessing the outcome of teacher education programs and K-12 pupil growth goals:

> At the completion of a teacher education program teacher education candidates should have:
>
> (a) learned the subject matter of a discipline (e.g., physics, history, or elementary education);
> (b) mastered the subject matter of general (or liberal) education:

(c) mastered the subject matter of educational theory, history, principles, methods and techniques of teaching;
(d) performed up to standard in a set of monitored field experiences (e.g., observing teaching, tutoring and student teaching); and
(e) obtained a provisional licence to teach.

After the teacher candidate enters the classroom with a licence to teach it is expected that K-12 pupils will:

1. grow academically;
2. grow physically, socially and emotionally;
3. develop language arts skills;
4. develop mathematical skills;
5. learn how to learn; and
6. become productive members of society.

It is the integration of theoretical knowledge about learning and human behaviour, the development of attitudes that foster learning and genuine human relations, the command of knowledge in subject matter areas and the control of technical skills of teaching, that serve as the basis upon which a teacher education program can be evaluated.

In Britain, the struggle to evaluate and improve pre-service teacher education has received considerable attention of late. As in Canada and the United States, teacher education in England and Wales has been criticized for the same reasons as programs in North America. In addressing this issue, Taylor (1987:25) argues that teacher education has come under attack for the following reasons:

1. that insufficient care has been taken to ensure that candidates for teacher training were adequately motivated and had personalities appropriate to teaching;

2. that the courses they followed lacked academic and professional coherence;

3. that the subject content of these courses was not always at a level adequate to higher education, or properly related to students' professional studies;

4. that both subject and professional studies were not sufficiently geared to the particular needs of schools of the kind in which students would subsequently work;

5. that many teacher education staff did not have experience relevant to their task;

6. that the practical work in schools that formed part of the course was not always well timed and organized; and

7. that practicing teachers were insufficiently involved in the selection of students, the design of the program, the teaching of courses and the assessment of performance.

In recognition of the "state of the art" in teacher education in Britain, the Council for the Accreditation of Teacher Education was established in 1984 to "advise the Secretaries of State for education and science on the approval of initial teacher training courses in England and Wales."

In order to resolve the dilemma of teacher education, feedback from graduates of teacher education programs can serve as a valuable source of information to faculties of education interested in improving their programs and methods of delivery. Miklos and Greene (1987:1-12) surveyed the opinions of five hundred and fifteen teachers in their first, second or third year of teaching regarding the strengths and weaknesses of the teacher education program from which they graduated. They identified a number of

messages relevant to the improvement of teacher education programs:

1. The practicum is a highly important component of teacher education; Do it well!
2. Continue to work at the integration of theory and practice -- You're not there yet!
3. Don't forget about the importance of teaching at least some skill in a pre-service program.
4. Quality of instruction is important -- Professors can and do make a difference.
5. Do share information about the underlying rationale for the program with prospective teachers.
6. Faculties of Education have a distinctive contribution to make to the preparation of teachers.

The critical analysis of teacher education programs has resulted in the identification of a number of issues which require examination. The adherence to complementary academic and professional standards, the integration of program components, the selection of individuals into the profession, and the relationship between teacher competence and student learning are all issues of major concern for teacher educators as they prepare education students for their role as teachers.

Admission Procedures

An issue that has plagued teacher education from the beginning has been the apparent ease with which candidates are admitted to the program. Numerous authors, (Kerr, 1983;

Schlechty, 1982; Lyons, 1980; Watts, 1980; Weaver, 1979, Brubaker, 1975 and Fullan and Connelly, 1987) have all addressed the problem of admission standards to teacher education programs. Kerr (1983:127-128) concluded that

> As far as test scores count as proxy measures for competence, it must be said that those who are entering teaching are relatively incompetent. That is, this society's brightest and best are not entering teaching ... In short, the smart go elsewhere.
>
> Lyons (1980:108-112) supports this contention in the national award winning article "Why Teachers Can't Teach," when he stated that "... teacher education is a massive fraud. It drives out dedicated people, rewards incompetence, and wastes millions of dollars."

Even if one does not fully concur with Kerr and Lyons, the problem of attracting the most able students to teacher training programs is widely acknowledged. The Report to the Minister of Education, (1984) stated that "In the main, the best candidates for teaching careers are not being attracted or retained."

While it is true that research supports the notion that many able students seek professions other than teaching, it should not be construed that no students from the upper grade ranges are choosing a career in teaching. Vance and Schlechty (1982) found that from 1976-79, over eleven percent of the students scoring highest on SAT verbal and math measures went into teaching. Lanier (1984) claims that for teacher education to get over one-tenth of the academically talented students during a low demand period does not seem unreasonable. She cautions that many studies

using test scores to describe candidates admitted to teacher education give excessive attention to measures of central tendency and insufficient attention to the range.

An issue of equal magnitude to that of admission standards concerns the number and type of students who graduate from teacher education, actually obtain positions and remain in the profession. Howey, Yarger and Joyce, (1978:9) reported that only six in ten teachers plan to teach until retirement and one out of every ten are teaching until they can find another job. They claim that only fifty-nine percent of students who begin teacher education programs actually locate a teaching position and of those only fifty-four percent will remain in the teaching profession for more than three years. Lortie (1975:49-51) claimed that about one third of the teachers reported in the Five Towns Study had wanted to go into another line of work but were unable to do so. He states

> It is clear, therefore, that teaching sometimes obtains the services of people who attend college with other objectives in mind. Realizing that they will not attain these objectives, they use their education to enter teaching.

What are the academic profiles of students who graduate from teacher education programs, enter and remain in teaching? Vance and Schlechty (1982) reported that of the twenty-five percent of all college graduates who entered teacher education, only eighteen percent actually assumed teaching positions. The largest percentage of this group,

28%, came from the lowest ranking students and the smallest number, .7%, from the highest ranking students. Vance and Schlechty (1982) also found that the highest percentage of those who felt they would eventually leave teaching, came from the highest ranking students and the lowest percentage of potential loss came from lowest scoring. Thus, the problem of too many "lows" and not enough "highs" entering teacher education and the possibility of the brightest students leaving teaching and the less able remaining, presents a dilemma for teacher training institutions and the profession in general. While the question of attracting the best possible candidates to the teaching profession has received considerable debate over the years, there does not appear to be a simple solution to the problem.

Fullan and Connelly (1987:70) contend that "any investment of faculty time in complicated screening procedures is a poor use of resources." They go on to say that "the only real answer to the question of teacher selection is to raise the status of the teaching profession to a level where it is a highly attractive option compared to other professions."

Taylor (1987:25) expresses the same problem from a different perspective when he states, "the status and rewards of the profession had not been able to compete with those of other occupations for the attention of the most talented student."

The responsibility for enhancing the public and professional image of teacher education and the profession and thereby attracting more capable students to it is one that is shared by a variety of individuals in the educational community. This includes those who choose to enter the teacher training program as well as the institutions which admit them and within which their pre-service preparation is provided. In addition, the practicing members of the profession whose life-role as a teacher establishes them as a model for prospective teachers and places them on the "front line" of public scrutiny, have a major role to play in encouraging competent candidates to pursue careers in teaching.

The period from the late sixties to the late eighties has been viewed as a period of teacher surplus in Canada (Smith, 1988:5). The decade of the nineties, however, and the early part of the next century is emerging as a period during which a teacher shortage is likely to occur. In addressing the Ontario situation, Smith (1988:43) states "Without intervention, this shortage will become increasingly serious within the next few years and is likely to become full blown by mid-1990." She continues "boards are also reporting that they are now having difficulty in hiring the calibre of teachers to which they have become accustomed."

At a time when there is a teacher shortage looming and hence a demand for increased numbers of students in teacher education programs, the questions of selection criteria and admission procedures become even more important if the quality of the teaching-learning experience within the profession is to be enhanced.

Regardless of the current impediments to the attraction of the "best" students into teacher education or the pending demand for more students in pre-service teacher education programs, the acceptance of an individual into a teacher education program represents a major step in the process of the systematic development of a professional educator. The program to which they are exposed will, in part, determine the success which they can expect to experience in their teaching role.

The Program: Design and Delivery

Teacher education has been recognized as a field which has been under investigation since the early part of this century. Silberman (1970:414) made the following observation:

> Teacher education ... has been the object of recurrent investigation since the end of World War I; indeed, the preparation of teachers has been studied as frequently as the plight of the black man in America, and with as little effect. Since 1920, in fact, ten major studies of teacher education have been published, one of them running to six, another to eight volumes. In addition, the National Society for the Study of Education, the American Association of Colleges for Teacher Education, the John Dewey Society, and the Association for Student Teaching have each devoted one or more of their annual yearbooks to the question.

The recurring nature of inquiries into teacher education is difficult to ignore. The current climate of demands for change, (Hall, 1984; Coladarci and Gage, 1984, the National Committee on Excellence in Education, 1985 and Patterson and Miklos, 1987) acknowledges that the struggle to make teacher education more relevant to the needs of the classroom is not over. There is a need to improve the match between the needs of the schools, individuals teachers, and the training offered in preparation programs.

In spite of the criticism of teacher education programs, it is generally acknowledged that no teacher education program can fully prepare a teacher to contend successfully with all the demands that will be made upon them in the initial years of teaching. (Wideen and Holborn, 1986; and Miklos and Green, 1988). Lortie (1975:79) supports this contention when he states that "teachers say that their principal teacher has been experience; they learn to teach through trial and error in the classroom."

If, as the literature suggests, there is widespread criticism of teacher education and yet an acknowledgement of

the fact that teacher education cannot fully prepare the neophyte teacher for the realities of the classroom, wherein lies the solution to problems surrounding teacher education programs? What components of existing programs need to be improved in order to more thoroughly bridge the gap between pre-service education and teaching? Are the difficulties resident in the quality of individuals admitted to teacher education programs, the nature of the individual components of the program, or their integration and subsequent relevance to the field?

Teacher training institutions typically offer programs which include academic, professional and field based components. Joyce (1981:3), in presenting the problem of structural unity in teacher education claimed that "program unity has been a serious problem in teacher education." Joyce and Clift (1984:9-10) call for

> a united sequence of experiences that are designed to gradually induct the beginning professionals by teaching some of the early skills of teaching, by providing bases for the continued learning with frequent opportunities to reflect on and integrate experiences.

Lortie (1975:231), when addressing the weak relationship between knowledge of scientific methods and practical teaching matters, states "It seems ... that integration in formal preparation programs leaves much to be desired. Students should be pressed to forge more connections between theory and practice."

The theory-practice debate has long been a contentious issue in teacher education. The debate is comprehensive in that it embraces the academic, professional and practicum components of teacher education and relates them to the varied conditions which exist in the field. Taylor (1981:9) emphasizes the need for such integration when he states,

> The most effective initial teacher education programs are those in which the instructors and lecturers concerned collaborate closely in the design and implementation of courses, where both spatial and temporal linages are achieved in the treatment of problems, where a variety of disciplinary perspectives are bought to bear simultaneously on single issues, where the analysis of practice is systematically conducted in terms of concepts and theories which feature in other areas of the professional sequence, and where such practice is obtained not only through "block" practicums of the traditional kind, but by means of a variety of supervised and independent activities in which faculty and students and practitioners work together with children as individuals and in groups.

Taylor goes further by recommending seven propositions which are essential to the development of an ideal teacher education program:

1. Firstly, the initial preparation program must be conceived and planned as one element in an eight stage sequence including recruitment, selection, initial personal and professional education, certification, induction, further professional study and refreshment, training for specialized roles and preparation for retirement.

2. The students recruited to and selected for teacher preparation programs should be from among the ablest members of their age cohorts, comparable in ability and motivation to those who plan to enter traditional high status occupations.

3. The staff responsible for teaching, supervising and assessing student teachers need relevant and up-to-date experience in the types of schools and educational institutions for which their programs are prepared, together with a commitment to keeping such experience fresh by regular participation in classroom and school work. Such staff would also need to be respected scholars in their own fields with active participation in research.

4. The university departments of education need to have close and positive relationships with other academic and professional departments in the university as well as with schools in which their students will be employed.

5. The content and organization of programs need to reflect the most recent and well-founded knowledge in the disciplines of educational study, be based on carefully considered principles of coherence relevant to the successful induction of new teachers, and be likely to encourage a permanent commitment to personal learning and professional development.

6. The work of initial teacher preparation should be served by high quality print and non-print materials and learning facilities including libraries, computer systems, micro-teaching and mini-course laboratories, observation rooms, audio-visual equipment, etc. The application of these technologies should not be seen as the work of specialists staff but as an everyday means of presenting and acquiring knowledge and skills.

7. The schools in which students undertake their practical experience and in which beginning teachers serve internship and induction periods, should demonstrate a genuine interest in the improvement of teacher preparation consistent with the university-based programs, and must be directed by staff with appropriate training and release time to undertake supervisory responsibilities.

Joyce (1981), in presenting a proposal for reform in teacher education reinforces the need for unity of the various components of a teacher education program:

1. The components of the required parts of a teacher preparation program should be powerfully unified and organized so that strong themes provide continuity, activities build on one another sequentially, and the concurrent aspect of the program are integrated.

2. Training components need to be sequenced and integrated so that theoretical notions about education are explicated through demonstrations; opportunities are provided for skill development in simulated settings through practice and feedback, and that opportunity is provided for students to transfer skills to the workplace through coaching by effective practitioners.

3. Initial preparation of the teacher should be seen simply as that.

4. Initial preparation should not be less than five years in length with the first three years designed to provide an excellent general education and the fourth and fifth years devoted to professional preparation.

5. The substance of teacher education programs should be based on four essential areas: the design of schools, the design of curriculum, the design of teaching and the nature of students.

6. Experience in the four substantive areas should be accompanied by experience in teaching laboratories, some of which can be on the campus and others in schools, staffed partly by university faculty and partly by practising teachers.

7. Teacher candidates need to be encouraged to build environments in which teachers, administrators and community members consistently work to improve the school, redesign curriculum, and increase the power of teaching. They also require a greater understanding of self as teacher and the impact of pressures of the workplace on their behaviour.

8. Research should be embedded in teacher preparation programs to provide for the acquisition of knowledge about the effectiveness of each component, the response of teacher candidates of varying characteristics, the kinds of training needed for faculty and cooperating teachers, and the ultimate effect on the young teachers.

The recommendations presented by Taylor (1981) and Joyce (1981) regarding the design of teacher education programs address many of the problem areas and criticisms of teacher education which are evident in the literature. (Gilliss, 1981; Horowitz, 1984; Covert and Clifton, 1983; Belanger, 1984). If carefully considered, they could also form the basis from which improved programs of teacher education could emerge.

The Socialization of Beginning Teachers

The process of becoming a teacher is one that, for many, begins at an early age. Role models within the educational system can have a profound impact upon the development of future teachers. Wells (1984:17) states that

> role models within the school system have a great impact upon the individuals' adoption of teaching strategies and values. Individuals not only teach as they were taught but rely on colleagues, as well, to help them learn the keys to survival within the organizational system.

Lortie (1975) contends that former teachers play an important role in shaping the perception of beginning teachers about the profession. The expectations which teachers hold of the profession based upon their perceptions

can influence the degree to which they experience success in the initial stages (Kotter, 1973).

The concept of socialization is relevant to this research because as beginning teachers are becoming socialized to the role of "teacher", they are also engaging in a socializing process in other life roles. The phases developed by Feldman (1981) of "anticipatory," "encountering," and "change and acquisition" can be applied to the process of socialization involved in the life roles identified by Super (1981) as student, worker, homemaker, leisurite and citizen.

Beginning teachers face numerous dilemmas in the early years of teaching, not the least of which is the pressure to conform to established practices of the bureaucracy of the school system. This "pressure" is experienced during the practicum phase as well as the "encountering phase" identified by Feldman (1981). MacKinnon (1989) addresses the pressure on student teachers to "passively conform to the practices of their co-operating teachers."

Eddy (1969) concluded that teacher success was judged more by the teacher's ability to conform to "ritualistic patterns of behaviour" than to their ability to teach. Wells (1984:12) stated that conformity to established practices of the school was a matter of survival. The socialization process does not only relate to the skills and techniques of teaching but to the process of adjusting

to the particular environment into which teachers are placed. Placement in a cross-cultural setting, or in an urban inner city environment may place an added burden on the new teacher and make the "need to survive" of which Wells speaks an ever present reality. Grant (1989:765) addresses the "culture shock" which beginning teachers experience in unfamiliar environments. He states "many urban teachers can recall spending months, even years, learning how to handle this 'culture shock' and learning how to teach urban students effectively." He continues "teachers who are new to urban centres need the help of excellent and experienced teachers who know how to work with urban students."

Glickman, reported in Strother (1989:82), suggests peer coaching, particularly for new teachers, as a means to "create a dialogue among teachers about teaching." He contends that this practice can serve as a way of "breaking the isolation, fragmentation, and invisibility of teaching."

A process that would reduce the "isolation, fragmentation and invisibility" of beginning teachers would assist them in the socialization process involved in becoming a teacher.

Teacher Education and Effective Teaching

In order for teacher education programs to significantly improve in the direction recommended in the

literature, a closer look is required at what is known about effective teaching and effective schools. Lang and Schaller (1985) state, "Teacher training institutions seem to ignore or are unaware of what is known about effective teaching." Andrews and Rogers (1981:1) in supporting the need for a link between effectiveness and training state:

> Although research on teacher effectiveness is generally considered to constitute a domain separate from research on teacher education, the former is none the less fundamental to the latter. Establishing assumptions about what constitutes effective teaching is a prerequisite to teacher education.

Early research (Morris, 1929; Odenweller, 1936; and Stanford, 1938), which focused on the impact of the background and traits of teachers on effective teaching, did not produce conclusive results. Presage variables (e.g., sex, background, social economic status, etc.) have not been found to be consistent with or strongly related to student learning (Dunkin and Biddle, 1974). The move away from the examination of traits and characteristics alone evolved into a process of identifying clusters of specific teaching behaviours and analyzing them in terms of specific learning outcomes. This process emphasized the development of specific teaching skills based on research which could be taught in teacher education programs. (Good and Grouws, 1979). Brophy (1980:3) explains this approach in the following manner:

> The key to improvement has been a concentration on developing knowledge about effective teaching and translating it into algorithms that teachers can learn and incorporate in their planning prior to teaching.

While it may be argued that the "tell us what to do" approach is perhaps effective in changing some teaching behaviours, it does have its critics. Fenstermacher (1980) and Kepler (1980) cautioned that such an approach does not acknowledge the rationality of teachers. Discussions on the skills based approach to teacher training enhances the debate of whether or not teachers should be "trained" or "educated."

In a slightly different but relevant vein, Joyce, Hersh and McKibbin (1983:22-35) explore the question: What makes some schools and teacher more effective? In Figure 1 they present a set of attributes which are associated with effective schools.

Social Organization	Instruction and Curriculum
Clear academic and social behaviour goals.	High academic learning time (ALT).
Order and discipline.	Frequent and monitored homework.
High expectations.	Frequent monitoring of student progress.
Teacher efficacy.	Coherently organized curriculum.
Pervasive caring.	Variety of teaching strategies.
Public regards and incentives.	Opportunities for student responsibility.
Administrative leadership.	
Community support	

Figure 1. Attributes of Effective Schools.

The interactive sets of conditions, social organization and instruction and curriculum, create the classroom conditions which help individual teachers and students to excel.

Teacher efficacy, the extent to which teachers believe they can achieve learning outcomes in children, is an important element in effective teaching. Joyce, Hersh, and McKibbin (1983:36) define efficacy as: a belief which says, "I know I can teach any and all of these kids."

> efficacy is a sense of potency and it is what provides a teacher with the psychic energy needed for the relentless and persevering effort required to maintain a high task orientation by students. A sense of efficacy combined with high expectations for one's students communicates powerfully to students that they can learn and they will learn.

The implications for pre-service teacher education of the various attributes of effective schools may become more evident as teacher education and teaching become more connected with the emerging knowledge base. (Joyce and Clift, 1984)

Summary

The review of the literature on teacher education has examined the developmental nature of the field and has addressed a number of issues which are central to current research in the area.

Admission procedures and the academic standing of students entering and remaining in the profession were reviewed. Teacher education was presented as an initial stage in the process of becoming a teacher. Program evaluation, design and delivery, embracing the need for integration of theory and practice was discussed. The process of socialization into the teaching role was reviewed. And finally, the linkage between teacher education and effectiveness in teaching was explored.

These fundamental issues in teacher education constitute the nucleus around which much of the research and the literature revolves.

Values and Career Development

The objective analysis of the concept of values is a difficult task. The systematic examination of the concept in an educational context was raised by Dewey (1916) in the first decade of this century. The socio-psychological exploration of values had its origins in the 1930's, gained further momentum in the 1950's and 1960's and presently remains an area of inquiry. (Kluckhohn, 1951; Maslow, 1959; Allport, Vernon and Lindzey, 1960; Jacob et al, 1962; Rokeach, 1968, 1973; Brinton, 1982; MacNab, 1985; Madill, 1985; Goodlad, 1988) In exploring the development in the literature of the study of values and value systems, it becomes apparent that definitions of the term which have universal application have remained elusive. Jacob et al (1962:7) state that "Values is an exceedingly slippery term covering a wide range of phenomena from ideologies, to habitual responses of various types of individuals, social groups, governments, private institutions and nations."

Rokeach (1968:161) defined a value system as

> a learned organization of rules for making choices and resolving conflicts -- between two or more modes of behaviour or between two or more end states of existence. Values, once internalized, become a standard or criteria for guiding action.

Chernoff (1986) concluded that in an effort to achieve satisfaction, individuals will seek environments and occupations that are compatible with their values.

How then, can one reasonably approach the study of human values and value systems? Rokeach (1973:3) presents a list of five assumptions about the nature of human values which should guide any conceptualization of the term.

1. The total number of values that a person possesses is relatively small.

2. All people everywhere possess the same values to different degrees.

3. Values are organized into value systems.

4. The antecedents of human values can be traced to culture, society and its institutions, and personality.

5. The consequences of human values will be manifest in virtually all phenomena that social scientists might consider worth investigating and understanding.

He continues

> The value concept more than any other should occupy a central position across all the social sciences - sociology, anthropology, psychology, psychiatry, political science, education, economics, and history. More than any other concept, it is an intervening variable that shows promise of being able to unite the apparently diverse interests of all the sciences concerned with human behaviour.

Values, interests, needs, motives and sentiments have frequently been used interchangeably. (Dukes, 1955). In attempting to clarify the concept, Rokeach (1973:4) presents the following definition:

> A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end states of existence along a continuum of relative importance.

In expanding the concept of a value system, Albert (1968:287) states "A value system represents what is expected or hoped for, required or forbidden. It is not a report of actual conduct but is the system of criteria by which conduct is judged and sanctions applied."

Raths, Harmin and Simon (1978:26-28) define values in terms of a process of valuing. (Figure 2) They establish seven criteria which they claim must be met before something could be considered a value. They see values as being based upon three processes: choosing, prizing, and acting. Each process has sub-categories.

*Choosing:	(1) freely (2) from alternatives (3) after thoughtful consideration of the consequences of each alternative
*Prizing:	(4) cherishing, being happy with the choice (5) enough to be willing to affirm the choice of others
*Acting:	(6) or doing something with the choice (7) repeatedly, in some pattern of life

Figure 2. Value Process

In expanding their theoretical framework of the valuing process, Raths et al (1978) present eight categories of

behaviour which have a significant relationship to valuing; **goals and purpose, aspirations, feeling, interests, beliefs and convictions, activities, attitudes and worries and problems.** These are considered to be **indicators** of values but may not meet all the established criteria.

Rescher (1969:9) describes values as being "rooted in the fact that man is a goal-orientated organism seeking to achieve satisfaction and avoid dissatisfaction." He further concluded that while values are not totally unresponsive to environmental changes they are generally not highly sensitive to them. Osipow (1983:68) arrived at a similar conclusion when she allowed for "some change over time."

The tendency for values to change slowly can present difficulties for professions and organizations that are facing sociological or technological pressure for change. This tendency to preserve values with which one feels comfortable and familiar can serve as the basis for the objection to needed change. Madill et al (1988:121) in addressing the adaptability of occupational therapists to technological change states that "The profession (occupational therapy) is facing a dilemma. Is it a case of preserving old values at the expense of new developments or of encouraging new developments at the expense of old values?"

The dilemma inherent in values conflicts can lead individuals to seek a variety of life roles in which to exercise the multitude of values they hold.

The forums in which satisfaction is sought include a variety of life roles: family, community, study, leisure and work. This need to achieve satisfaction generates traits, values and interests which guide behaviour. Super (1983) establishes essential connections when he states,

> Traits, values and interests derive from needs. The needs ... leads to action, and action leads to modes of behaviour or traits that seek objectives formulated in generic terms (values) or in specific terms (interests). Traits are ways (styles) of acting to meet a given situation. Values are objectives one seeks to satisfy a need. Interests are the specific activities and objects through which values can be attained and needs met.

Individuals who choose teaching as a profession frequently do so in order to realize their values and needs within the professional role. Loftquist and Dawis (1969) maintain that during the course of their work career, individuals attempt to maximize the relationship bet een their personal needs and the "reinforcer system of the work environment." Lortie (1975) found that the desire to work with children and to be of service to society have a strong influence on the choice of a career in teaching.

Heyns (1988:31) contends that "we are just beginning to examine the reason teachers give for entering and for leaving the profession." Difficulties experienced in the initial socialization to teaching may account for the

relatively high attrition rate among beginning teachers. Heyns (1988:23) contends that "teachers who do remain in teaching for five years are likely to stay for a great many more." This difficult period of socialization to a new work role appears to have an impact upon the career path of teachers. The extent to which teachers find the opportunity to implement their values in the initial stages of their careers may, in part, determine their satisfaction with the role and their decision to remain within it.

The choice of a career and the survival within it are the result of various forces within the life-space of the individual. Hansen (1981) states that, "career planning is increasingly recognized as a means to greater satisfaction in life." While career planning is recognized as important, plans made in adolescence and early adulthood are not always followed. Lyons and Falk (1984) have shown that three-fourths of a sample of 1,169 high school students, who in 1972 planned to teach, were not teaching seven years later. Half of the respondents in the study who held teaching positions in 1979, did not report teaching plans during their high school years. Smith (1988) reported that of 3,775, 1983-84 graduates of teacher education programs in Ontario, 1,636 or 43.3% were not employed as teachers in September of 1986. Of 3,457 teacher education graduates in 1985-86, only 1,742 or 50.4% were employed as teachers in 1986.

It can be argued that adolescents have inadequate knowledge of the world of work and of themselves and are, therefore, unable to make relevant career planning choices. "To many students, occupational futures are too remote or too uncontrollable for planning to be seen worthwhile" (Super, 1983:557)

In spite of the uncertainty that may exist in early career choices or the interest and ability of those who graduate to obtain employment in the field, an understanding of career development and the world of work is helpful for those who are engaged in preparing future teachers. Holland (1981:5) claims that,

> An understanding of careers requires answers to four fundamental questions:
>
> 1. What personal and environmental characteristics lead to vocational choice, involvement, satisfaction and career achievement? What personal and environmental characteristics lead to alienation, dissatisfaction, failure and dropping out of the work force?
>
> 2. What personal and environmental characteristics lead to stability of the kind and level of work a person performs? Why do most people have orderly or stable careers when their individual jobs are categorized in any one of several classification schemes?
>
> 3. What personal and environmental characteristics lead to change or instability of the kind or level of work a person performs? Or, why do people change jobs? And, what influences the search for new jobs?
>
> 4. Why do some people make choices that are congruent with their vocational assessments, others do not, and still others are undecided?

Super (1980:282) contrasts Holland's (1973) theory, which emphasizes occupational choice, with that focusing on career development and self-concept. He views careers as, "A sequence of positions occupied by a person during the course of a lifetime." Super (1981:33) contends that the concept of value is directly related to the life roles in which an individual will choose to become engaged.

The concept of a Life-Career Rainbow has been developed by Super (1976) to more adequately explain the many aspects of career development throughout the life span of an individual. He identifies nine major roles, and four principle theaters in which they are performed. These roles are presented in the approximate chronological order in which they occur:

1. Child.
2. Student.
3. "Leisurite" (no standard is available to describe the position and role of one engaged in the pursuit of leisure-time activities, including idling).
4. Citizen.
5. Worker (including unemployed and non-worker as ways of playing the role).
6. Spouse.
7. Homemaker.
8. Parent.
9. Pensioner.

The roles are typically played in (1) the home, (2) the community, (3) the school (including college and university), and (4) the workplace. The roles and theaters may interchange in the course of one's daily life and throughout one's lifetime.

In Super's (1980:288) terms "the simultaneous combination of life roles constitutes the life-style; their sequential combination structures, the life-space, and constitutes the life-cycle. The total structure is the career pattern."

Out of his theoretical position on occupational choice, Super (1981:31) was instrumental in the development of the life roles inventory (LRI) designed to further explore the work values which individuals hold and the relationship of these values to life roles they occupy. From the initial work of Knassel, Super and Kidd, (1980) the instrument was refined through the International Work Importance Study Project. Later work by Fitzsimmons, Mcnab and Casserly, (1985) resulted in the development of Canadian norms for the LRI. Madill (1985) employed the LRI in a study of work related issues among one thousand, four hundred occupational therapists. Mcnab (1985) utilized the LRI as one of four instruments in his study of the work related needs, preferences and values of four hundred and thirty-eight post secondary students at two Alberta institutions.

The relationship between needs, interests, values, behaviour and career choice is clearly stated in the literature. Suttle (1982:38) addresses the issue of the impact of values upon behaviour when he writes,

> The content of one's values can be seen as the **what** of evaluation, and the process of one's valuing can be seen as the **how** of evaluation. Finally, the structure of one's values can be seen as the **why** of evaluation -- that is the rationale or motive for a particular judgement or action.

Holland (1981) suggests that values are formed early in life and tend to persist throughout one's life. Super (1981:37) establishes an essential connection between values and satisfaction in work and life when he writes "work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for abilities, interests, personality traits and values."

The choice of a career in teaching and the behaviour of teacher education students are, therefore, influenced by the values they hold. These influences may well effect future teaching behaviour. Brinton (1982:29) claims that "It has often been observed that, despite any effort toward absolute objectivity, values enter unavoidably into all major academic disciplines and into the teaching of them."

It is the constant dynamic interplay between the values which individuals hold and the various life roles they occupy which tend to establish a life schedule and to provide social solidarity and support in chosen activities.

Summary

Chapter two contains a review of the literature relative to this study. The following areas of teacher education were addressed: the development of the present

dilemma in teacher education; admission procedures; the socialization process of beginning teachers; program design and delivery and the relationship between teacher education and teacher effectiveness.

Values were defined and related to behaviours which have an impact upon career choice and other life roles.

CHAPTER III

Research Design, Methodology and Instrumentation

This chapter contains an outline of the study including research design and methodology. The instrument (LRI) is also described and assessed.

Research Design

This study was designed to examine the relative importance of work related values in five major life roles of senior undergraduate education students. The data gathered in this study through the use of the LRI were in the national norming of the life roles inventory developed by the Canadian Work Importance Study in conjunction with the International Work Importance Study team.

In addition to the examination of values and life roles, this study explores the images which students have of the teaching profession and their perceived career path within it.

At the base of any research project lies a set of assumptions about the phenomenon under study. These assumptions arise out of the researcher's observations and analysis of the social world. Through the processes of study, research, reflection and direct experience, images of reality emerge which provide a basis against which

observations of the social world can be evaluated. These "images of reality", or assumptions, establish the foundation for individual action. Within the limits of this study the following assumptions are made.

1. That conscious human behaviour is value driven.
2. That an understanding of the values individuals hold will assist in the interpretation and prediction of behavioural outcomes.
3. That the interplay between the life roles which one occupies and the manner in which we choose to fulfill those roles create the parameters of our social world.
4. That teacher education programs are one segment of a developmental process and cannot fully prepare the teacher for the realities of the classroom.
5. That quantitative as well as qualitative research methodology provides a valuable source of data for improving ones understanding of reality.

The foregoing assumptions assist in establishing the context of this study.

Theoretical Foundations

While it cannot be argued that this study is based solely upon grounded theory, (Glaser and Strauss, 1978) it can be said that the research design accommodates the constructs espoused by Glaser and Strauss in that it generates questions which can lead to the discovery of

theory from data "systematically obtained from social research" (Glaser and Strauss, 1967). They consider that grounded, substantive theory "can give participants in a situation a broader guide to what they already tended to do, and have helped them to be more effective in doing it." (Glaser and Strauss, 1967:248). Dobbert, (1982:13) contends that it is "scientifically preferable to state questions based upon all relevant sources of information, including theory, than to revise them as they prove to be inaccurate, unworkable, or just plain wrong."

This research is designed to generate questions from which theory may be developed.

The theoretical work of Super (1982) provides a substantive base against which the findings of this study can be reviewed. The theoretical work of Super (1957, 1980, 1981) is based upon the developmental principle that occupational and other life-role choices are an attempt on the part of an individual to implement and express the self-concept through choices made at various life stages. The importance of the self-concept in this theory is expressed by Super (1981:32) as follows:

> occupational choice represents an attempt to implement one's self-concept in an occupation, and that is done by matching one's picture of one's self against one's picture of people in occupations one knows and in which one is interested.

The development of the self-concept occurs throughout a series of developmental stages. Osipow (1983:183) expresses

this aspect of Super's theory in the following manner, "the particular behaviours an individual engages in to implement the self-concept vocationally are a function of the individual's stages of life development." The self-concept develops through a process of interaction with one's physical and social environment. In outlining his developmental self-concept approach, Super (1981:37-38) presented the following twelve propositions:

> **Proposition 1.** People differ in their abilities, interests and personalities.
>
> **Proposition 2.** They are each qualified, by virtue of these characteristics, for a number of occupations.
>
> **Proposition 3.** Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough to allow both some variety of occupations for each individual and some variety in each occupation.
>
> **Proposition 4.** Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts change with time and experience, although self concepts are generally fairly stable from late adolescence until late maturity, making choice and adjustment a continuous process.
>
> **Proposition 5.** This process of change may be summed up in a maxicycle or series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the trial and stable phases of the establishment stage. A recycling process takes place in the transition from one stage to the next involving minicycles of new growth, re-exploration, and re-establishment; recycling is also attempted each time an unstable or muliple-trial career is unstablized.

Proposition 6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, personality characteristics, and by the opportunities to which he or she is exposed.

Proposition 7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of self-concepts.

Proposition 8. The process of career development is essentially that of developing and implementing self-concepts; it is a synthesizing and compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meeting with the approval of superiors and fellows.

Proposition 9. The process of synthesis of or compromise between individual and social factors, between self-concept and reality, is one of role playing whether the role is played in fantasy, in the counseling interview, or in real life activities such as classes, clubs, part time work, and entry jobs.

Proposition 10 Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for abilities, interests, personality traits, and values; they depend upon establishment in a type of work, a work situation, and a way of life in which he or she can play the kind of role that growth and exploratory experiences have led him or her to consider congenial and appropriate.

Proposition 11. The degree of satisfaction people attain from work is proportionate to the degree to which they have been able to implement self-concepts.

Proposition 12. Work and occupation provide a focus for personality organization for most men and many women, although for some persons this focus is peripheral, incidental, or even nonexistent and other foci such as leisure activities and homemaking are central.

As early as 1940, Super examined the relationship between vocational and avocational interests. He determined that work is not necessarily the most important role which one may occupy at various stages of life. Other life roles emerge and may "compete" with the role of worker for salience. Super (1981:31) suggests that "a successful and satisfying career may be one in which a good balance is struck between roles."

In pursuit of this notion Super (1981:31) developed the "multidimensional model of work salience." In this model, work is seen in relation to other life roles. Five major life roles of 1) studying, 2) working, 3) community service, 4) home/family and 5) leisure emerged from the "multidimensional model." Super (1981:33) further defined "Role Value Realization" which relates to the values individuals seek to implement in fulfilling the various life roles.

As an outgrowth of the relationship in Super's theory between the values one holds, the various roles they play and the relative importance of these roles, the Life Roles Inventory (LRI) was developed. The LRI described elsewhere in this document is a survey instrument designed to assist in the organization description and explanation of concepts contained within Super's (1981:2-39) developmental theory of participation in various roles as a life stage process of implementing the self-concept.

In his effort to synthesize what has been learned about career development, Super (1981:39) has sought to find the "bonding element" among a variety of theories. He concludes that "It is my view that self-concept theory, treating the individual as the socialized organizer of his/her experience might be that element."

The study is exploratory and descriptive in nature. Kerlinger (1973:406) describes exploratory research as that which

> seeks to discover significant variables in the field situation, to discover relationships among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypothesis.

This research does not attempt to verify any a priori hypothesis but rather to explore relationships among numerous variables which may lead to the formulation of research hypotheses that can be tested in further studies.

The study may be considered descriptive in that it provides a profile of a group of education students based upon demographic data, the relative importance they ascribe to values and specific life roles, and their images of teaching and career expectations

The Research Problem

The major purpose of the study was to examine work values, salience of five major life roles, images of teaching and the career expectations of undergraduate

education students. The following seven research questions were developed to guide the research:

1. What is the relative importance to undergraduate students of the specific values as measured by the Life Roles Inventory to undergraduate education students?
2. To what extent do undergraduate education students participate in, feel committed to and seek value in each of the five major life roles: studying, working, community service, home and family, and leisure activities?
3. What images do undergraduate education students have about the teaching profession and their career path within it?
4. What are the relationships between values and various life roles which education students occupy?
5. What are the relationships between identified values and future activities as perceived by education students?
6. What are the relationships between declared values and student characteristics as measured by admission status and program route?
7. Can an analysis of the data obtained in seeking answers to the above questions assist in making judgments about recruitment, selection and retention of teacher education students?

Data Sources

The study utilized a mixture of methodologies and involved three data collection strategies: (a) questionnaire (LRI); (b) review of student records; and (c) interviews.

The questionnaire (LRI) consisted of four distinct parts: (1) items relating to work values; (2) items relating to participation in, commitment to, and value sought in five life roles; (3) personal information; and (4) special survey section. The structure, reliability and validity of this instrument will be discussed later in this chapter.

The following student record information was reviewed: high school G.P.A.; admission status (i.e. regular, mature, transfer in); route (i.e. elementary, secondary, vocational education); year of admission; grades in EDCI 352, EDFDN 201, Ed. Psyc. 371, EDADM 401, EDPR 251, 1983-84; and winter session G.P.A..

Interviews were conducted with thirteen students who had completed the LRI.

The combination of data sources provided both qualitative and quantitative dimensions to the study.

Research Methodology

The participants in the study consisted of one hundred and fifty-seven undergraduate students in education. The sample was drawn from students registered in a fourth year course in educational administration during the 1984 winter

and spring sessions at a Western Canadian University. The researcher was given permission to speak with classes of students, explain the research project and its relationship to the Canadian Work Importance Study and invite students to volunteer as participants. In order for students to participate in the study, they were required to complete the LRI and sign a statement authorizing the researcher to gain access to their student records. (Appendix B)

With the approval of the executive committee of General Faculties Council, access to identified student records was granted. The information on high school G.P.A.'s, admission status and grades achieved in identified courses during the 1983-84 winter session, was provided to the researcher by the Registrar's Office.

Three hundred and twenty-three students were invited to participate and one hundred and eighty-five volunteered. Of that number, one hundred and fifty-seven completed the LRI. The LRI was computer scored as part of the Canadian Work Importance Study Project. Computer programs were developed to extract the information necessary to perform the identified statistical procedures.

All students who volunteered were asked if they would be willing to participate in an interview with the researcher; one hundred and thirty-nine volunteered. From that number, fourteen were selected and thirteen actually presented themselves for the interview. The original list

of interviewees consisted of seven male and seven female students. Students were selected in order to provide a balance between male and female and a cross section of students from different programs and in different years of the program. Because this sub-sample was not randomly selected, it may not be representative of the parent sample. The breakdown of students interviewed is contained in the following table:

PROGRAM	YEAR	NUMBER	SEX
Vocational Education	2nd	1	Male
	3rd	1	Female
Elementary Option	3rd	2	1 male/1 Female
	4th	4	1 male/3 Female
High School Option	3rd	1	Male
	4th	4	2 male/2 Female

Figure 3. Breakdown according to program route.

The semi-structured interviews were conducted from April 17th to 27, 1984. A maximum of three interviews were conducted on any one day. The interviews ranged in length from fifty-five to eighty minutes and averaged sixty-nine minutes. The interviews were tape recorded with the knowledge and consent of the interviewees and written notes were taken. This process provided an opportunity for the researcher to note points of major interest and to reflect upon his initial reactions when the tapes were replayed.

As the researcher approached the interviews and the subsequent analysis of the data obtained, he drew upon his experience in counselling and psychology in an attempt to ensure that he was obtaining the maximum benefit from the interview process. He was reminded of the statement by Bogdan and Biklen (1982:135) that

> In qualitative research, interviews may be used in two ways. Either they may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques. In all of these situations the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world.

The notion that the interviews served to provide the researcher with an insight into how the student teachers saw "some piece of their world" was important.

In order to initiate the interview process, a number of introductory questions were developed. (Appendix B)

Throughout the course of the interviews, students shared freely their impressions of self, their teacher education program and their images of teaching.

Data Analysis

Following the interviews, the question, "now what do I do?" became important. During an initial review of the tapes and notes seven categories were established. (Appendix C) Following this process, the suggestion of Bogdan and Biklen (1982:155) was followed by letting the data "sit" for a two week period. Upon returning to the data the following process was employed.

The first stage of analysis involved re-listening to the tapes while reviewing notes taken during the course of the interview. While numbers of comments were written down during the review of the tapes, they were not transcribed verbatim. This process of reviewing the tapes, examining written notes made during the course of the interview and reflecting upon the interview context and setting, permitted the further identification of concepts and themes which emerged from the various interviews and which fell within the established categories. This permitted the notation and comparison of points emphasized in each interview while, at the same time, permitted the development of a composite view on a number of issues which was representative of the majority of students.

As previously stated, the study utilized both quantitative and qualitative data gathering techniques. Statistical techniques such as means, standard deviation, frequency and percentages are used to present the

descriptive data obtained through the quantitative mode. Pearson Correlation Coefficients and analysis of variance are employed to explore the statistical relationship between and among variables.

The decision to mix quantitative and qualitative research methods was supported by Jick (1979:602-603) when he states "triangulation may be used not only to examine the same phenomenon from multiple perspectives but also to enrich our understanding by allowing for a new and deeper dimension to emerge."

Presentation of Findings

The quantitative findings of the study are reported in chapter four. Chapter five contains a discussion of the qualitative data gathered through the interview process. Chapter six will present the integrated analysis of data from all sources. In chapter seven a summary, conclusion and recommendations for further study will be presented.

Research Instrument

The Life Roles Inventory (LRI) was developed by an international consortium of Vocational Psychologists. It constitutes the major tool used in a twelve nation Work Importance Study. The purpose of the parent study is to develop better methods of assessing the motivation which certain groups have for work, while at the same time,

playing other career roles. It is designed to determine the importance which individuals attach to twenty values as well as to address career commitment, job involvement and motivation: to be a student, to work, to provide community service, to be a homemaker and to pursue leisure activities. As part of the Canadian Work Importance Study, the LRI was recently normed on the Canadian population (LRI Norming Study, 1984.) This norming study produced a French and English version of the instrument.

Part one of the L.R.I VALUES SCALE (VS) consists of one hundred items, five for each value.

The value scale has undergone a number of developmental stages. National literature reviews were initially conducted, as well as key-word searches (Kidd et al, 1979). This process produced a list of twenty-three values. Field testing in Australia, Canada, Spain, United States, Portugal and Yugoslavia resulted in the development of the current inventory consisting of twenty values. (Appendix D)

Respondents are asked to indicate the degree of importance they attach to each of the one hundred statements. Each statement relates to one of the twenty values (e.g. advancement, creativity, risk, etc.)

A number of studies have demonstrated high internal consistency for individual values. Marques, Miranda, Pinto, and Duarte (1983) show reliabilities from .73 (social interaction) to .86 (aesthetics) for a sample of 146 adults

in Portugal. Mcnab and Fitzsimmons (1983), in a study of one hundred and seventy-one adults, obtained internal consistency coefficients ranging from .72 (life style) to .86 (advancement and aesthetics).

Further evidence of the construct validity of the value scale is offered by Sverko (1982), who found the factor structure to be very similar in samples of students in Yugoslavia, Canada and the United States. Recent empirical studies reported in Mcnab, Fitzsimmons, and Casserly, (1987:97) conclude that "the instrument (VS) has good structural, reliability and validity characteristics."

The instrument has not been in existence a sufficient period of time to demonstrate predictive validity.

The second part of the instrument, the Salience Inventory (SI) was developed to illustrate the relative importance of five major life-career roles: student, worker, homemaker, leisurite, and citizen. This section of the instrument reflects the notions conceptualized in the "Life Career Rainbow" developed by Super (1980). It acknowledges the concept of a career as "a changing constellation of roles played sequentially and simultaneously."

Respondents are to indicate, on a four point scale, the amount of time they participate in, the degree they are committed to, and the value they seek in, study, working, community service, home/family and leisure.

The content validity of the SI was assured by reference to the literature on life stages from which were selected the major life roles of adolescents and adults. Field testing of the sample items refined the original definitions of roles and activities.

The construct validity of the SI was supported in studies on high school and college students by Super and Nevill (1982) and Sverko (1982). The relationship between sex and commitment to home and work was examined. The observed changes in commitment to home and work from high school to college by males and females were in the expected direction. This, along with other observed trends, appears to substantiate the validity of the SI.

In part three of the LRI respondents report demographic data: sex, marital status, years of education completed, etc. Respondents were also asked to rate themselves as low, average or high, in comparison to other people on twelve traits, (e.g. mechanical ability, math ability, friendliness, etc.)

The LRI contains a special survey section which enables the researcher to gather additional information. In this study the section was used to gather information concerning the respondents images of teaching and career expectations. The items used in the special survey section were developed by the researcher and address the perceptions student teachers have of the socialization process which they will

enter into as they begin their careers and expected future activity. The items are based upon the writings of Lortie (1975); VanMaanen and Schein (1979), Fuller (1969), Burk, Fessler and Christensen (1984) and Wells (1984), all of whom addressed various aspects of the transition through which individuals go en route to becoming teachers. The statements were field tested on a group of eighteen doctoral students to ensure clarity. While this portion of the instrument can be said to have face validity, it cannot be considered to have been tested for other forms of validity or reliability.

The items used in this section are presented in (Appendix E).

Summary

Chapter three contains an outline of design and research methodology as well as a description and assessment of the instrument used.

The study was described as exploratory and descriptive in nature using a combination of quantitative and qualitative techniques. Appropriate statistical techniques were identified and the interview procedure and data analysis was explained.

The initial sample was described as consisting of one hundred and eighty-five students who volunteered to participate in the study; one hundred and fifty-seven, or eighty-seven percent returned the completed LRI and therefore, constituted the group under study. From this group thirteen students were selected for interviews.

The theoretical position of Super (1982), which views career choice as a developmental process of implementing the self-concept, is explained.

CHAPTER IV

Selective Images of Becoming Teachers on Self, Teacher Training and the Profession.

Certain assumptions underlie every research project. One assumption of this research is that quantitative data collection and analysis has a value in teacher education research. Another assumption is that those who volunteer as participants in the survey component of the study have a "story to tell". This chapter is intended to record the data obtained through the interview process involving a sub-sample of thirteen students drawn from the full sample of one hundred and fifty-seven.

Triangulation, or "a combination of methodology in the study of the same phenomenon" Denzin (1978:291), provides a means for cross validation of one or more aspects of the matter under study. In the present study, the interviews were designed to explore, in greater depth, the questions raised in the special survey section of the life roles inventory dealing with the images of teaching and career expectations. The convergence of data gathered through a blend of methodologies supports the belief that results are valid.

The perceptions which student teachers hold of their program of studies, admission procedures to the faculty,

images of teaching and career expectations are important if we are to improve our understanding of candidates for the teaching profession, selection procedures, teacher education programs and the effectiveness of beginning teachers. The interviews conducted as part of this research serve to examine those perspectives.

One purpose of preservice teacher education programs is to provide those preparing for a career in teaching with a better understanding of the relationship between teaching and learning. By so doing, teacher education programs should contribute to (a) the development of knowledge, (b) the enlightenment of the individual and (c) the subsequent improvement of the human condition. Can these ideals be achieved or even acknowledged by students as they progress through the stages of teacher education? Can a teacher education program have a profound impact upon the way that students will eventually teach, or will they tend to teach as they were taught when they were students"?

Insight into these questions can be gained by an experienced interviewer through the interview process. In this instance the researcher has extensive training and experience in counselling, psychology, teaching at the elementary through to the university level, and administrative experience at the school and divisional levels. This background permitted the researcher to gain maximum benefit from the interview process. It was

maximum benefit from the interview process. It was beneficial in establishing rapport, maintaining a consistent theme and in general having the capacity to "listen with the third ear" (Dexter, 1970).

All students who volunteered for an interview had completed the life roles inventory. Out of one hundred and fifty-seven students who completed the LRI, one hundred and thirty-eight or eighty-seven percent indicated a desire for an interview. This would reinforce the view that student teachers are eager to "tell their story". In a time of unprecedented challenge to education in general and, as a result, to teacher education in particular, it is imperative that we listen attentively to students presently in the process of becoming teachers.

Data Analysis

The analysis of data will be presented in the order of established categories. While the established categories are related to the theme of teacher education, they do constitute separate components of the phenomenon. Where applicable such cross-references between categories will be made.

Category One - Background Information

The purpose of beginning the interviews with an account of students' background was twofold: (a) to provide an

opportunity for the respondent to speak about an area with which he was likely to feel comfortable, and (b) to provide an opportunity to compare feelings and attitudes that would emerge later in the interview with the experiential background of the respondents.

Nine students were born in Alberta. Seven of these entered college or university directly from high school. They tended to be the younger students with no full-time work experience. One of the seven had spent one year in Japan as an exchange student.

One of the Alberta born students had spent five years in the work force and was beginning a family. At the time of the interview, this individual held a senior position within the Education Students' Association. Another student had travelled extensively throughout Europe.

The remaining four were born outside of the province: one in Germany and one each in New Brunswick, Nova Scotia and British Columbia. These students tended to be older. Three had a total of thirty-one years of work experience among them. One of the four had transfer status from a Maritime University and was admitted to the University of Alberta on probation. This group tended to have similar views on a number of issues, such as the relationship between theory and practice and their confidence in obtaining employment as a teacher. This pattern will be elaborated upon later in this chapter.

The academic background of the students was varied. Four of the students indicated that under the current admission policy, they would not be eligible for admission. One of these students stated that "Children would lose a good teacher because I know I will be good."

The rural vs urban background tended to separate the students on the basis of direct admission to the University of Alberta vs entry through a transfer from the college system. Three of four of the rural born Albertans entered the university as transfer students, while all urban born students entered directly. This dichotomy was to emerge later in the interview when the question of rural placements for the practicum was raised. The interviewees spoke freely about their past experiences which were relevant to the study.

Category one established a position from which the researcher and the interviewees felt free to move with comfort.

Category Two - Goals at Time of Entry

Why do individuals enter programs of teacher education? What are the factors which motivate them to seek a career in the teaching profession? How selective are they of the programs or institutions which they enter?

In an attempt to address these issues all students were asked to recount what their goals were when they entered

their teacher training program. A subsequent question in this area dealt with the choice of institution and program.

Although it may be argued that the goals which students had at the time of entry were not necessarily those which they would hold in their second, third and fourth years of training, it is the assumption of this researcher that any difference lies more in the articulation of the goals than in the substance.

Job attainment and the development of teaching skills were the most consistent responses given for entering teacher education. One student said:

> I did not know what I was getting into or really why I chose education. I felt a B.A. degree would be of no good to me and I would not have qualified for law or medicine. I wanted to obtain a teaching certificate and get a job.

Another said:

> Teaching is a good preparation for other lines of work. If I don't get a job teaching or if I don't like the job, I can look for work as a car salesman or a real estate agent. Lots of them have teaching backgrounds [pause] I think!

Responses of this type were common among the students. There was a feeling of uncertainty expressed by the majority of interviewees regarding their reasons for entering teacher education and their future in teaching. Other students, however, were not so ambivalent about their reason for entering the teacher program. One student declared:

> I have taught piano on a private basis and I wanted to improve my teaching skills. I was not even concerned about teaching school....I took the special education program so that I can teach on a one to one basis. I wanted to learn how to teach. I have always liked children and spent my summers working at day camps, so I felt an education degree would assist me in getting a job in an area I like.

When queried about the choice of institution only one student gave "the quality of the special education program" as the reason. All others indicated that either the University of Alberta is where their friends were going or that they were permanent residents in the area at the time of application and convenience was given as a reason.

The responses given in both these areas, goals and choice of institution, raise some interesting questions: Is the emphasis on skill development and job attainment an indication that teacher education is really seen as a "training" program as opposed to a process that deals with such fundamental issues as the nature of learning, pursuit of knowledge and the science of pedagogy? Why did not one respondent cite the excitement surrounding the relationship between teaching and learning as a reason for entering teaching?

Is the decision for many who enter teacher education based on the lack of credentials for other professional schools, or simply the availability of a "program" in the local area?

Should students be required to reflect upon these questions prior to admission?

Category Three - Admission Standards and Procedures

The topical subject of admissions to teacher education was one that invoked fluid responses from the interviewees.

There was unanimous agreement among the students that admission to the Faculty of Education had been a simple process. One student indicated that all that was required was "to have the required G.P.A., sixty percent I think, and fill out a form."

The discussion on admission procedures naturally led to the questions of criteria for admission, a quota system, the image of education students vs those from other faculties and the public image of teachers.

One student stated that,

> It does not make me feel good when the 'Eddies' (education students) become the brunt of campus jokes. You see them in the campus newspaper, the washrooms and even the buses. If the admission standards are so low and the apparent success rate so high then something must be wrong. It's no wonder that teaching is no longer seen by the public as a profession with status and prestige.

The majority of students were not in favour of quotas to the faculty. One summed up the opinions of many by the statement that,

> Everyone should have the right to fail. Students should be carefully screened in the first year. If someone had to work hard to succeed that's fine. Some students with higher admission G.P.A.'s may fail in the first year if the program was rigorous enough. Students with lower admission G.P.A. might pass with hard work. Those are the kind of teachers we need anyway. The brightest student is not always the best teacher.

The feeling that G.P.A. should not be the sole criterion for admission to teacher education was unanimous and evident in responses such as,

> High school was the high point of my life so far. I got ok grades but nothing special. It was not until the beginning of my third year that my marks were a true reflection of my ability. I wouldn't be admitted this year but I know that I will be a very good teacher.

Another student said,

> Why marks only? I never saw the need for high grades in high school. Since I got in as a mature student and I am now getting eights and nines, I'm convinced they are not the best measure.

All interviewees were asked what other criteria should be used and how would a more comprehensive admission procedure be administered.

There was general consensus on consideration being given to personality qualities such as empathy, creativity, humor, and the ability to communicate. One student referred to people who have a "knack" for teaching that might show up in an interview but not necessarily on a G.P.A.

There was little agreement on how an improved process of admission should be administered. When one student was asked to suggest ways to improve the process she responded somewhat jocularly,

> You'd have to ask me that wouldn't you? I don't know how. I only know it should be done. Interviews maybe, but this university is so big that seems impractical. Written statements from the applicants plus letters of recommendations, perhaps. I'm glad it's not my decision.

The question of admission was of concern to every interviewee. They felt a need for improved procedures in order that the image of the profession be enhanced; applicants to teacher education be given a fair chance to prove themselves and benefit from the teacher education program; and that only the best possible people become teachers. High school G.P.A.'s were challenged by eleven of thirteen interviewees as the "best" means of identifying future teachers.

Categories four and five were established to deal with responses to feelings expressed about the teacher education program in which the students were enrolled. Initially, only one category was established, however, data analysis made it clear that in the minds of the students, there was a distinct separation between the "course work and the practicum." For this reason, responses will be analyzed separately with cross-referencing where necessary.

Category Four - Course Work

The analysis of this category presented the researcher with a most difficult task. Upon close examination, it appeared that the difficulty lay in the wide range of courses offered, through different faculties and departments, by a diverse "range" of instructors, to students in different programs. Many of the comments made by students in this category, were reflective of the points

raised by Taylor (1978) cited in the literature review relative to requirements for successful programs in teacher education.

Some patterns and themes emerged. One point on which there was considerable consensus was the perceived lack of coordination of the courses offered within the faculty. The vast majority of students felt that although there were some very good courses in all departments, particularly in Educational Psychology, there was far too much overlap of content. This was most evident within departments but also occurred between departments. According to one student, this situation resulted in a great deal of wasted time during which new ideas could have been taught. One student said, "One week I added up the time that was wasted and I was pretty upset. I really don't think that I was getting my money's worth."

Another student said, "The amount of overlap and lack of coordination actually encourages students to use identical papers in different classes."

As mentioned earlier, the courses in Education Psychology emerged as a positive experience for most students. Three of the interviewees were in the special education program and were generally positive about the course content and the quality of instruction. Two of the three commented that students in the regular program should have more courses in special education. This feeling was

supported by the majority of the students interviewed. One student from the regular elementary program said "They (the professors) talk about mainstreaming in many of our courses but most of us are not prepared to deal with exceptional children."

One student in the high school program commented "Are all the students in junior high and high school 'normal'? I hope so because I don't feel prepared to deal with exceptional children." This view was expressed in a different way by a student in the special education program when she said "The special education program is good as far as it goes but it does not deal with the handicapped adolescent."

The Education C.I. and Foundation courses did not appear to fare as well. In the case of the Education C.I. courses, two comments were representative of the elementary courses. "They teach us in the same way that we are expected to teach grade three students. That may be o.k. but they do it in the same amount of time." Another comment made by a number of students in the elementary program was that "The instructors have been away from the school system too long."

The secondary students had fewer negative comments about the C.I. courses. This may be accounted for by the fact that the content at this level lends itself to a more "mature" mode of presentation. It was noted that only two of the

students spoke positively about the Education Foundation courses. Both these students were in their early thirties and had considerable "life experiences." One made the following statement "I think it is important to examine the underlying issues in education. The history, philosophy and sociology of education all provide a chance to do this." In contrast, a younger student said "All we get in foundation courses is theory. I see no real purpose in discussing world views."

When further queried on what was the student's view of the world, he responded by asking the researcher, "Are you an Education Foundations Prof?"

The responses to the area of Foundation courses were of particular interest to the researcher. They raised the following questions which lie outside the scope of this research. Are the views which students hold in their final years of training, concerning the fundamental issues in education, related to the views held at the time of admission, which emphasized teacher education as a "training" program focusing on skill development? Are age and experience prerequisites to the desire and ability to understand fundamental principles?

Does the problem of relating theory to practice stem from an apparent predisposition of younger students to emphasize concrete, practical skills as opposed to abstract philosophical issues?

Aristotle, as translated by Thompson (1953:65-66) addresses the issue of life experience and the study of political science when he says:

> Since in every case a man judges rightly what he understands, and of this only is a good critic, it follows that while in a special field the good critic is a specialist, the good critic, in general, is the man with a general education. That is why a young man is not a fit person to attend lectures on political science, because he is not versed in the practical business of life from which politics draws its premises and subject-matter. Besides, he tends to follow his feelings, with the result that he will make no headway and derive no benefit from his course, since the object of it is not knowledge but action. It makes no difference whether he is young in age or youthful in character; the defect is due not to lack of years but to living, and pursuing one's various aims, under sway of the feelings; for to people like this, knowledge becomes as unprofitable as it is for the incontinent. On the other hand, for those who regulate their impulses and act in accordance with principle a knowledge of these subjects will be of great advantage.
>
> So much by way of introductory remarks about the student, the proper attitude towards instruction, and the proposed course.

This statement may be as applicable to the study of education as to political science. If it is, what are the implications for teacher educators who are frequently faced with students who do not have a broad range of life experiences against which to evaluate theoretical and philosophical principles?

The relationship between theory and practice was clearly articulated during the discussions on the practicum component of the program.

Category Five - The Practicum Experience

Discussion of the practicum grew out of the students' comments on the extent to which the program is meeting, or had met, their needs. Without exception the practicum emerged as the strongest part of the program. This is not surprising in light of the heavy emphasis referred to earlier on the skills of teaching. One student commented that "The practicum is where you 'learn the ropes'. It provides a chance to use your energy and ideas."

The excitement that the majority of the students felt about the practicum was summed up in the following statement, "We tried a few new things when the cooperating teacher was not there. It was fun!"

In ensuring the quality of the practicum experience the role of the cooperating teacher was identified as a more critical factor than that of the faculty supervisor. All students spoke at length about the relationship with the cooperating teacher. Although a small number of students indicated some difficulty in one phase or another because of personality difference, no student felt that the practicum experience was primarily negative. Even one student who failed phase III and would be required to retake it in the fall, was not negative toward the experience.

The models of the practicum differ slightly from area to area within the program. As expected, phase I appeared to have the least impact upon the students. It was

interesting to note, however, that several students referred to that phase as being the time when they first realized that they were preparing to be a teacher and that a "new role" was beginning to emerge. One student said,

> As I sat in the back observing, I felt like I wanted to raise my hand when the teacher would ask a question. I had to force myself to realize that I was not a high school student anymore.

This transition from high school student to student teacher and eventually to certified teacher is one with which all becoming teachers struggle. In the view of the students, the design of the practicum associated with their program facilitated that transition.

Although experiences with practice teaching were highly positive, three concerns were raised by several students:

1. That more attention be given to the question of rural placement both in Education C.I. courses and in the actual practicum placement.
2. That more structure should be given to the initial meeting between the student teacher and the cooperating teacher. Although in some instances, time was made available to meet the cooperating teacher on the Friday preceding the practicum, not all students took advantage.
3. Inadequate feedback to the student teacher, particularly from the Faculty Advisor.

In this regard, four of the students had attended the workshops with cooperating teachers held at the University, and considered it a very worthwhile experience which they felt should be mandatory for all students and cooperating teachers. The impact which the cooperating teachers appeared to have upon the students led to the conclusion that these individuals emerged as "significant others" to the student teacher.

The practicum has received considerable attention from researchers during the past decade. Clifton, 1979; Covert and Clifton, 1983; Feiman-Menser, and Buchmann, 1986; Goodman, 1985; and Taylor, 1978 have all addressed the importance associated with the practicum experience. This component of the teacher education program, highlighted by the influence of the relationship with the cooperating teacher, appears influential in the student teachers' developing image of the role of the "teacher."

Category Six - Images of Teaching and Career Expectations

Teaching is one profession that presents a model of "how to do it" to future members of the profession while they are still very young. Children and adolescents are exposed to a wide range of teachers throughout their elementary and high school years. They often encounter a different type of teaching at the University level. In addition, they are exposed to theories and research which

are intended to assist the student in developing a realistic view of the world of teaching.

What are the images they hold? How prepared do they feel to assume the responsibility of "their own" class? How will they know if they are effective? How do they see their career developing?

The majority of students looked upon their first year with a blend of excitement and apprehension. One student described the prospect as "scary." Another looked upon the first year with more confidence when she said "It will be a time to try new things with my own students. I know that I will learn a lot during that year."

The older students were less apprehensive about what might occur in the first year. Unlike the younger students, they were not particularly concerned about classroom management or staff relationships. They did, however, share a concern about the public image of the teaching profession. Statements such as: "no prestige", "no status" and "no professional control" were common among both groups. The image of the profession which the interviewees held seemed to reflect the views expressed earlier regarding low admission standards. That is, if the profession is so easy to enter, maybe it is not deserving of status and prestige.

School administration was viewed in the following manner. Only one of the male and none of the female students expressed an intention to seek an administrative

position. Although it was recognized that "you make more money" in administration, it was not viewed by the interviewees as an attractive position. One respondent reacted to the prospect of an eventual principalship by exclaiming "No way! No thanks!" Another said, "It's a thankless position from which most of the power is gone."

Although administration was considered by only one student, ten of the thirteen identified an understanding and supportive principal as being one of the most desired conditions of work during their first year of teaching. So while the principalship was seen as a key position with respect to first year teachers, it was not a position to which many aspired.

There was a considerable amount of uncertainty, particularly among the fourth year students regarding the prospect of employment as a teacher following graduation.

In summary, the students tended to view their entry into the profession with mixed feelings. On the one hand, there was an excitement that comes from putting new skills and knowledge to work. On the other hand, there were concerns about the status of the profession and their future within it.

The majority saw the principalship as a key support role for beginning teachers but few intended to pursue it.

What impact do such impressions have upon the quality of the relationship that will develop between the neophyte

teacher and the principal? If on the one hand, the position is viewed as essential for the support of first year teachers and yet it is perceived by these same prospective teachers as a "thankless," "powerless" position to which few aspire, then this ambiguity is problematic.

The interviewees' comments regarding whether or not the program prepared them for their teaching roles ranged from one fourth year student stating that "the program did very little" to a majority who felt that the teacher education program was generally good but it could only do so much. Most felt that the first year or two will be critical for their development as a teacher.

It was interesting to observe that the third year students relied heavily upon the year which they were about to enter as a time when they will "complete" their preparation. One such student remarked that "I don't feel prepared now, but with another year I am sure I will be ready to teach." Other third year students conveyed similar messages. "I still have the third phase of my practicum to complete. I'm sure that will answer many of my questions."

This optimistic outlook on the part of the third year students is encouraging. The fourth year students, however, tended to be more cautious when predicting what their first year might be like. While this situation may address the developmental nature of becoming a teacher, it might also

indicate that third year students expect more from the final year of training than fourth year students have experienced.

The uncertainty of the job market may have had some impact upon the way in which students viewed the profession and their role within it. Although a few of the fourth year students were confident of obtaining employment, the majority were insecure.

The images which the students presented of the profession may be a reflection of the times. Economic insecurity, the tendency to challenge established values, roles and traditions, linked with the conservative nature of schools and schooling may be presenting new and different challenges. These challenges must be met by training institutions and the students who graduate from them.

Category Seven - Recommendations for Change

The students were asked to suggest areas in which the program could be improved. The following is a summary of their recommendations on which there was consensus.

1. Establish more coordination among the courses in content, methodology and evaluation.

2. Make a good practicum better by providing more structure to the relationship between the student-teacher and cooperating teacher.

3. Expand the criteria for admission beyond the G.P.A.

4. Provide more educational psychology courses (special education) for all students.

5. Utilize the program as a screening device by increasing expectations of performance.

6. Recruit professors of education who have recently experienced success in the school system.

Summary

The purpose of this chapter was to capture the opinions of a group of education students on issues related to teacher education. These opinions cover a range of topics which are of interest and concern to many involved in the preparation of teachers.

The information gathered and reported on was not intended to provide conclusive evidence of the identified issues. It raised a number of important issues which will be addressed further in chapter six.

The real value of this exercise lies in the fact that "becoming" teachers have shared "a piece of their world" in a sincere attempt to have others understand it better. The

interviews proved to be an enjoyable experience for the researcher and the students involved. They provided the students with, "the opportunity to tell something and to talk with an understanding stranger." (Dexter, 1970:37)

CHAPTER V

Reporting of Quantitative Data

Introduction

Data gathered through the use of the Life Roles Inventory LRI are presented in this chapter. The results were tabulated using the Psycan LRI. scoring program. Section one contains a description of the respondents and includes Tables 1, 2, 3 and 4. Section two provides a descriptive analysis of values and salience as measured by The Life Roles Inventory, and addresses research questions 1 and 2 which are:

1. What is the relative importance to undergraduate students of the specific values as measured in the life roles inventory?
2. To what extent do undergraduate education students participate in, feel committed to and seek value in each of the five major life roles; studying, working, community service, home and family, and leisure activities?

Tables 5, 6 and 7 are presented in section two.

Data gathered through the responses to questions concerning the images of teaching and career expectations, as well as from interviews, are presented in section three.

These findings are contained in tables eight and nine and will address research question 3:

3. What images do undergraduate education students have about the teaching profession and their career path within it?

In section four statistical analysis of the relationships between and among variables is presented and the following questions are examined:

4. What is the relationship between declared values and the various life roles which education students occupy?
5. What are the relationships between identified values and career expectations as perceived by education students?
6. What are the relationships between declared values and student characteristics as measured by career expectations and program performance?

Tables 10,11,12 and 13 have been developed to present this data.

Research question number seven will be addressed in Chapter VI.

PART ONE: Description of Respondents

The study examined the responses of 157 undergraduate students at a Western Canadian University. The characteristics of the population are presented in Table 1.

Sixty-eight point eight percent of the population were female, an identical percentage had never been married. Twenty-seven point four percent were married at the time the responses were given and 3.8% were no longer married.

TABLE 1

Descriptive Data of Sample

Sex (N=157)	Number	Percent
Male	49	31.2
Female	108	68.8
Marital Status (N=157)		
Never married	108	68.8
Now married	43	27.4
No longer married	6	3.8
Family Income in 1981 (N=157)		
up to $10,000	18	11.7
$10,001 - $19,999	14	9.1
$20,000 - $29,999	15	9.7
$30,000 - $39,999	31	20.1
$40,000 - $49,999	14	9.1
$50,000 - $59,999	13	8.4
$60,000 - $69,999	9	5.8
$70,000 - $79,999	5	3.8
$80,000 - $95,000	4	2.6
more than $95,000	3	1.9
do not know	28	18.2
Years of Education Completed (N=157)		
up to 8	1	.6
9 - 11	1	.6
12 - 13	4	2.5
14 - 16	119	75.8
17 or more	32	20.4

High School G.P.A. (N=122)

below 60	4	3.3
60.0 - 64.9	20	16.4
65.0 - 69.9	37	30.3
70.0 - 74.9	26	21.3
75.0 - 79.9	16	13.1
80.0 - 84.9	15	12.3
85.0 - 89.9	2	1.6
90 or above	2	1.6

lowest 55.2
highest 93.0
mean 71.05 s.d. 7.31

University G.P.A. for winter session 1983-84 (N=148)

below 6	13	8.8
6.0 - 6.4	26	17.6
6.5 - 6.9	35	23.6
7.0 - 7.4	32	21.6
7.5 - 7.9	27	18.2
8.0 - 8.4	13	8.8
8.5 or above	2	1.4

lowest 4.0
highest 8.6
mean 6.9 s.d. 0.77

Program Status (N=150)

Regular	67	44.7
Transfers	70	46.7
Mature	13	8.7

Program Route (N=149)

Elementary	54	36.2
High School	77	51.7
Vocational	18	12.1

When examined by the total average family income in 1981, 20.8% declared income to be below $20,000 with 11.7% below $10,000, 50.6% stated that their family income was below $40,000 per year, 31.6% declared income above that level. Thirteen point five percent had average family

incomes of $60,000.00. Seven (4.5%) respondents reported incomes in excess of $80,000.00. Eighteen point two percent did not report family income.

As expected, the vast majority (96.2%) had completed in excess of fourteen years of schooling. One student, however, had less than eight years.

High school grade point averages have long been an issue in the selection of students for admission to teacher education programs. Reports were available for one hundred and twenty-two of the sample under study. The high school G.P.A.'s ranged from 55.2%-93%. The results indicated that 50.5% have high school G.P.A.'s below 70, and 19.7% had G.P.A.'s below 65. At the other end of the scale, 15.5% had G.P.A.'s above 80. The mean score for this distribution was 71%.

The university grade point averages of the one hundred and fifty-seven reported scores for the 1983-84 winter session show a mean of 6.9. Slightly over 91% of these students obtained a grade point average of 6 or above.

Students entered the teacher education program through various routes. Less than half (44.7%) of the one hundred and fifty reported cases entered the teacher education program as regular students. A larger percentage, 46.7%, transferred into the teacher education program from other institutions or programs. Eight point seven percent entered as mature students. The single largest group of students

(77) were in the high school option. Fifty-four were in the elementary program and eighteen in vocational education.

Respondents were asked to rate themselves on each trait "as you really think you are when you compare yourself with other people". The image which one holds of his or her ability (self-concept) in certain areas, can influence the tendency to seek involvement and obtain satisfaction in that area. Super (1981)

While all of the identified traits can be said to relate in some way to the teaching profession, it can be argued that some are more relevant than others. Abilities in teaching, science, mathematics, and music, artistic endeavours, and friendliness can all be said to bear considerable relevance to a wide range of teaching strategies and positions.

For the purpose of reporting this data three tables were developed. Table two presents the percentage and frequency distributions of the relative ratings on the twelve abilities for the full sample of one hundred and fifty-seven respondents. Table three presents a rank order of the full sample on the twelve abilities based upon mean score. Table four identifies the rank order of self-rated abilities by program route.

Table two shows that the ratings in teaching were the highest with 84.7% considering their ability in this category as high. Slightly over 15% rated their abilities

as average or below with only one respondent in the low category. Friendliness rated next to ability in teaching with 69.4% rating their friendliness as high and 28.7% rating themselves as average. It is interesting to note, however, that three respondents or 1.9% rated their friendliness as low. In only these two traits (teaching and friendliness) did more than 50% of the sample rate their abilities as high. In the categories of mechanical, artistic and musical abilities, the largest single group of respondents rated their abilities as low. Over fifty percent of the sample (50.3% to 56.7%) rated themselves as average in science, clerical, sales, manual, mathematics and managerial skills. It can be observed from the results of this table that the majority of students rate themselves average or below on the majority of traits measured.

TABLE 2

Self-ratings in Twelve Categories of Abilities
N=157

	Low		Average		High	
	N	%	N	%	N	%
Mechanics	67	42.9	61	39.1	28	17.9
Science	49	31.2	79	50.3	29	18.5
Artistic Ability	64	40.8	59	37.6	34	21.7
Teaching	1	.6	23	14.6	133	84.7
In Sales	57	36.3	72	45.9	28	17.8
As Clerk	36	22.9	89	56.7	32	20.4
Manual Skills	23	14.6	84	53.5	49	31.4
Mathematics	36	23.1	81	51.9	39	25.0
Music	60	38.2	48	30.6	49	31.2
Friendliness	3	1.9	45	28.7	109	69.4
Managerial Skills	19	12.1	80	51.0	58	36.9
Office Skills	46	29.3	78	49.7	33	21.0

TABLE 3

Rank Ordering of Self-rated Abilities
N=157

		Mean	S.D.
1.	Teaching	2.84	0.38
2.	Friendliness	2.68	0.51
3.	Managerial Skills	2.25	0.66
4.	Manual Skills	2.17	0.66
5.	Mathematics	2.02	0.70
6.	Clerical	1.98	0.66
7.	Musical	1.93	0.83
8.	Office Skills	1.92	0.71
9.	Science	1.87	0.70
10.	Sales	1.82	0.72
11.	Artistic	1.81	0.77
12.	Mechanical	1.76	0.74

Ability in teaching emerged as the trait rated first by the respondents. Manual ability was rated higher than abilities in mathematics or science. Sales, artistic and mechanical abilities fell in the fourth quartile of the traits rated, with abilities in music and science rating in the third quartile.

TABLE 4

Rank Ordering of Self-rated Abilities by Program Route

		Elementary N=54		High School N=77		Vocational Education N=18	
		Rank	Mean	Rank	Mean	Rank	Mean
1.	Teaching	1	.287	1	.283	1	.283
2.	Friendliness	2	.265	2	.274	2	.261
3.	Managerial Skills	3	.222	4	.225	4	.238
4.	Manual Skills	7	.192	3	.229	3	.244
5.	Mathematics	5	.200	6	.209	11	.172
6.	Clerical	4	.207	8.5	.190	6	.206
7.	Musical	6	.196	10	.186	8	.194
8.	Office Skills	8	.189	8.5	.190	7	.200
9.	Science	11	.165	5	.210	12	.167
10.	Sales	9	.185	11	.183	10	.178
11.	Artistic	10	.183	12	.173	9	.189
12.	Mechanical	12	.134	7	.195	5	.222

When Table four is reviewed some interesting changes occur in the comparison of ratings by program route. All groups rated ability in teaching and friendliness as first and second. Managerial skills were rated third by the elementary route students and fourth by the high school and vocational. Manual skill, which was rated third by high school and vocational education students, fell to a seventh place rating by elementary route students. Mathematical abilities were rated fifth and sixth by elementary and high school students but fell to an eleventh place standing among the vocational education students. Mechanical ability was rated fifth by the vocational education students, seventh by the high school group and twelfth by the elementary,

obtaining the lowest mean score (.134) obtained by any ability rating. Self-rated ability in science was rated low by elementary and vocational education students but was placed fifth by the high school group.

The descriptive data contained in Tables one through four provides a profile of the population under study. An analysis of these variables relative to other data gathered will be made in Chapter 6.

PART TWO - Values and Salience of Life Roles

What is the relevant importance to undergraduate education students of the specific values as measured by the Life Roles Inventory?

A major portion of the present study centres on an analysis of those values measured by the Life Roles Inventory LRI.

Part 1 of the LRI consists of 100 items, five for each of twenty values. The definition of each of these values, and sample items are contained in Appendix E. Respondents were asked to report the degree of importance of each item. The response categories of the "degree of importance" were assigned rating scores and were labelled: "little or no importance" (score 1), "some importance" (score 2), "important" (score 3), "very important" (score 4). Average scores across the five items which relate to specific values were obtained for each respondent. This provided a rating

scale for the degree of importance which the respondents assigned to each value. Mean scores and standard deviations for the "degree of importance" were computed using the rating scores.

The results of the data obtained from Part 1 of the LRI were summarized and rank ordered according to mean scores. Table 5 presents a summary of the value ratings showing the rank order by mean and includes standard deviation and range.

TABLE 5

Rank Ordering of Twenty Values Measured by Life Roles Inventory LRI
N=157

		Mean	S.D.	Range
1.	Personal Development	3.61	0.36	2.2-4.0
2.	Altruism	3.51	0.49	2.0-4.0
3.	Ability Utilization	3.45	0.41	1.8-4.0
4.	Social Relations	3.44	0.47	1.3-4.0
5.	Achievement	3.33	0.44	2.0-4.0
6.	Autonomy	3.18	0.46	1.8-4.0
7.	Physical Activity	2.99	0.71	1.0-4.0
8.	Economics	2.98	0.59	1.4-4.0
9.	Social Interaction	2.97	0.55	1.2-4.0
10.	Creativity	2.96	0.61	1.6-4.0
11.	Prestige	2.94	0.57	1.0-4.0
12.	Authority	2.94	0.47	2.0-4.0
13.	Aesthetics	2.90	0.66	1.0-4.0
14.	Life Style	2.82	0.53	1.4-4.0
15.	Variety	2.78	0.64	1.2-4.0
16.	Advancement	2.74	0.62	1.2-4.0
17.	Working Conditions	2.68	0.65	1.0-4.0
18.	Cultural Identity	2.58	0.64	1.0-4.0
19.	Risk	2.07	0.64	1.0-3.8
20.	Physical Prowess	1.87	0.66	1.0-4.0

One hundred and fifty-seven respondents completed all items on the values scale. Among the full sample, personal

development, altruism, ability utilization, social relations and achievement placed in the upper quartile of the distribution with mean scores of 3.3 or greater. Advancement, working conditions, cultural identity, risk and physical prowess placed in the lower quartile of the distribution with mean scores below 2.74. Physical prowess with a mean of 1.87 was considered by the respondents to be the least important value.

Personal development and altruism emerged as the most important values. Eighteen of the twenty values obtained mean scores above 2.5. Only risk and physical prowess fell below that level.

Table 6 represents the rank order by mean score of the twenty values measured by the LRI and compared to program route with the vocational education students and high school students combined.

There is a high degree of similarity between the ranking of the values of the groups. The five values of professional development, altruism, ability utilization, social relations and achievement all placed within the top five for both groups with only a slight rank order change. A similar pattern emerged at the lower end of the scale with advancement, working conditions, cultural differences, risk and physical prowess falling within the bottom quartile with only a reversal of positions of advancement and working conditions between the two groups.

The between group variance was tested for statistical significance by means of a T-Test. Three values emerge as being significant at the .05 level. Altruism and social interaction showed statistical significance with the Elementary group attaining the higher scores. Physical prowess was statistically significant with the high school group attaining the higher score.

From a review of Table 6 it can be said that the students in both groups demonstrated a high degree of similarity in the relative importance of the twenty values examined.

TABLE 6

Rank Order of Twenty Values by Program Route

	Elementary N=54		High School/ Vocational Education N=95	
	Rank	Mean	Rank	Mean
1. Professional Development	1.5	.365	1	.358
2. Altruism	1.5	.365*	2.5	.343
3. Ability Utilization	4	.350	2.5	.343
4. Social Relations	3	.353	4	.339
5. Achievement	5	.329	5	.336
6. Autonomy	6	.320	6	.318
7. Physical Activity	9.5	.299	7	.300
8. Economics	8	.306	10	.293
9. Social Interaction	7	.310*	12	.288
10. Creativity	13	.294	8	.299
11. Prestige	11	.296	9	.295
12. Authority	9.5	.299	11	.291
13. Aesthetics	12	.295	13	.285
14. Life Style	15	.279	14	.284
15. Variety	14	.281	15	.276
16. Advancement	17	.274	16	.275
17. Working Conditions	16	.278	17	.262
18. Cultural Identity	18	.266	18	.252
19. Risk	19	.196	19	.216
20. Physical Prowess	20	.170	20	.196*

Salience

To what extent do undergraduate education students participate in, feel committed to and seek value in each of five major life roles: studying, working, community service, home and family, and leisure activities?

The second part of the LRI, Salience, addresses the meaning and importance of five life role activities, studying, working, community service, home and family, and leisure activities. (Appendix A) Respondents were asked to indicate their: participation - "what do you actually do or have recently done?"; commitment - "how do you feel about it?"; and role value - "what opportunity do you see now or in the future to ...."

They were to respond using a four part point Likart scale to ten statements on the participation and commitment sections and fourteen statements on the role values grid section. Response categories were labelled as follows: 1 - little or none, 2 - some, 3 - quite a lot, and 4 - a great deal.

A process similar to that used for the values section was employed to compute the results of part two. Table 7 presents the rank order and relative importance of the five

TABLE 7

Life Roles Inventory
N=157

	Participation			Commitment			Role Value		
	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.
Study	1	2.93	0.62	3.5	3.01	0.61	4	2.79	0.67
Leisure Activities	2	2.82	0.67	3.5	3.01	0.71	3	2.94	0.60
Home and Family	3	2.76	0.63	1	3.59	0.54	1	3.31	0.52
Working	4	2.41	0.56	2	3.38	0.50	2	3.30	0.41
Community Services	5	1.85	0.68	5	2.62	0.74	5	2.58	0.67

activities within the three categories of participation, commitment and role values grid.

Study which ranked first on participation, was rated equal to leisure activities (3.5) on commitment and was ranked alone in fourth place on the role values grid. Home and family, which ranked third on the participation scale achieved a first place ranking on levels of commitment and role value. Working placed second in both these categories. Community service was ranked last in all categories. It is interesting to observe that the mean scores in all categories are higher on the commitment scale than either of the other two. This may indicate that there is a greater desire to implement their values in each role than the respondents are currently able to experience or realistically expect to achieve at some later date.

A two-tailed T-Test was performed to determine between group differences on life roles and salience. On only one item did a statistically significant difference occur between the two groups. On participation in study, the elementary route students attained a mean score of 3.13 while the secondary students achieved a mean score of 2.88. This would indicate that the students in the elementary route place a higher value on studying than do the education students in the senior high route.

PART THREE - Images of Teaching and Career Expectations

What images do undergraduate education students have of the teaching profession and how do they foresee their career path within it?

The special survey section of the life roles inventory provides an opportunity for the researcher to explore an area of investigation related to the theme of the inventory. Respondents were given two sets of statements. (Appendix F) Set one consisted of ten items describing possible aspects of the real world of classroom teaching and was labelled, "images of teaching." Response categories were labelled and assigned rating scores as follows: strongly agree (score 1), agree (score 2), undecided (score 3), disagree (score 4), strongly disagree (score 5). Respondents were asked to select the responses which best represented their estimate or predictions of what the real world of teaching is like. Set two consisted of eight items relative to career expectations. Response categories and rating scales were similar to those for "images of teaching."

For the purpose of reporting, the categories of agree and strongly agree were combined as were the categories of disagree and strongly disagree. Table 8 presents the frequencies and percentage distributions for images of teaching and Table 9 for career expectations.

Considering that all respondents were enrolled in a teacher education program, it is interesting to observe that a total of 107 or 68.6% were either undecided or disagree with the statement that "teacher training equips teachers for the reality of the classroom." This appears to give some support to the body of literature which questions the degree to which teacher education programs can fully prepare teachers for the classroom. (Lortie, 1975; Taylor, 1987; Miklos and Green, 1988) It also raises some interesting questions about how confident teachers feel as they prepare to enter the teaching profession.

A majority of respondents, 101 or 64.8%, disagree with the statement that "teachers struggle with their problems and anxieties privately." This view of the reality of the classroom is interesting in the light of literature which suggests that practising teachers feel a sense of professional isolation. (Lortie, 1975; Myer, 1986; Su, 1990)

TABLE 8

Frequencies and Percentage Distributions of Possible Aspects of the Real World of Classroom Teaching

	Strongly Agree or agree		Undecided		Disagree or Strongly Disagree	
	N	%	N	%	N	%
Training equips teachers for realities.	49	31.4	32	20.5	75	48.1
Teachers deal with problems privately.	28	17.9	27	17.3	101	64.8
Teachers develop a technical culture.	117	75.5	21	13.5	17	11.0
Teachers get help from administrators.	39	25.2	54	34.8	62	40.0
Teacher effectiveness gauged by student results.	20	12.8	18	11.5	118	75.7
Greatest reward for teachers is psychic.	121	78.1	20	12.9	14	9.0
Teachers help all students to learn.	46	29.5	28	17.9	82	52.6
Teachers get opportunity to observe teachers.	17	10.9	11	7.1	128	82.1
Teachers are subject to disruption	103	66.0	22	14.1	31	19.8
Good planning lessons successful.	92	59.0	24	15.4	40	25.7

Slightly over 82% of the respondents acknowledged that teachers do not have adequate opportunity to observe other teachers in their classrooms. Seventy-five point five percent of the respondents agreed with the statement that "teachers develop a common technical culture."

Only 29.5% of the respondents agreed with the statement that "teachers are confident that they can help all students to learn." Eighty-two respondents or 52.6% disagreed with this statement. Seventeen point nine percent were undecided.

Only twenty-five point six percent (25.6%) of the respondents agreed with the statement that "when teachers get help, the most effective source tends to be administrators and specialists." Thirty-three point six percent were undecided with 40.8% in disagreement.

Seventy-five point seven percent of the respondents disagree with the statement that "teacher effectiveness is gauged by student results." Eleven point five percent are undecided, and only 12.8% agree. The item which received the strongest agreement among the respondents was the notion that the greatest rewards for teachers are psychic. Seventy-eight point one percent agreed with this statement whereas only 9% disagreed.

The value of planning was acknowledged by 59% of the respondents. Twenty-five point seven percent, however, did not feel that with good planning lessons would be successful and 15.4% were undecided.

The T-Test results on the variables contained in Table 8 identified only one statistically significant difference. This was on the variable of teacher training equipping teachers for the realities of the classroom. The high

school route attained a mean of 2.90 whereas the elementary route students achieved a mean of 2.54. This would suggest the students in the high school program placed more value in the merits of their program than do elementary program students.

The frequency and percentage distribution of responses on the career expectation items are presented in Table 9.

Slightly less than half of the respondents (47.7%) indicated that they expect to obtain full-time employment as a teacher immediately following graduation, whereas 22.6% were undecided and 29.7% disagreed with the prospect of immediate full-time employment as a teacher.

Forty point six percent of the respondents indicated that they expect to remain in their initial teaching position for a period of five years. Twenty-nine percent indicated they were undecided and 30.4% disagreed with that expectation. Less than one third of the respondents, 42 or 27.7% agreed with the expectation to seek an administrative position within the first ten years of employment as a teacher. A considerably larger number, however, 71 or 46.7% disagreed with the expectation. Thirty-nine respondents or 25.7% were undecided.

TABLE 9

Frequencies and Percentages of Career Expectation Items

	Strongly Agree or agree		Undecided		Disagree or Strongly Disagree	
	N	%	N	%	N	%
Expect full-time teacher employment.	74	47.7	35	22.6	46	29.7
Remain in initial position for 5 years.	63	40.6	45	29.0	47	30.4
Seek administration position first 10 years.	42	27.1	40	25.8	73	47.1
Discipline will be most difficult task in first years.	68	43.9	12	7.7	75	48.4
Expect to remain a classroom teacher.	40	25.8	42	27.1	73	47.1
Seek full-time position different from teaching.	43	27.7	48	31.0	64	41.3
Expect to obtain a M.Ed.	62	40.0	44	28.4	49	31.6
Expect to obtain a Ph.D.	24	15.9	63	41.7	64	42.4

The responses on establishing classroom discipline drew the most balanced responses between agreement and disagreement. Almost half of the respondents, 48.7% disagreed with the expectation that establishing classroom discipline will be the most difficult task of their first year of teaching. On the other hand, 43.4% agreed with the expectation that establishing classroom discipline will be the most difficult task of their first year. In this category, only twelve respondents or 7.8% remained undecided.

There was less uncertainty on this issue than on any other item. The respondents were more decisive on the manner in which they will be affected by classroom discipline. This may indicate that discipline in the classroom is a matter that is given considerable thought by the student teacher. Less than one third, 25.8% of the respondents saw themselves remaining a classroom teacher throughout their career. Almost half, (47.1%) did not see themselves remaining in that position.

Generally it appears that the education students responding are uncertain about their careers in teaching. Forty-three respondents or 27.7% expected to eventually seek a full-time position different from teaching. Thirty-one percent were undecided on this point. Only 41.3% disagreed with that position.

The expectations regarding post graduate study were expressed as follows. Forty percent indicated an expectation to obtain an M.Ed. where only 15.9% had the same expectations for a Ph.D.. There was more uncertainty about pursuing a Ph.D. than about any other item with 41.7% indicating they were undecided.

The responses obtained from the items presented on the career expectation section provided some interesting data for later analysis.

The T-Test analysis of Table 9 identified the intention to seek an administrative position within the first ten

years as a statistically significant difference between elementary (2.35) and secondary students (3.02). Secondary program students appeared to value more highly the possibility of obtaining an administrative role.

PART FOUR - Intercorrelations

Section four addresses the following research questions:

1. **What are the relationships between declared values and various life roles which education students occupy and seek future value in?**
2. **What are the relationships between identified values and future career expectations as perceived by education students?**
3. **What are the relationships between declared values and student characteristics as measured by admission status and program performance?**

The Pearson Correlation Co-efficient was used to examine the relationships identified in research questions 4 and 5 and analysis of variance was employed to examine question 6.

Table 10 presents the intercorrelations for the twenty values measured by the life roles inventory and participation in the five identified life roles. For the purpose of table 10 the values and life roles are listed in the rank order identified in tables 5 and 7. Tables 11 and

TABLE 10

Intercorrelations Between Values and Participation in Life Roles
N=154

	Study	Leisure Activities	Home and Family	Work	Community Services
*1. Personal Development	.224*	.167*	.146*	.052	.167*
*2. Altruism	.064	-.036	.215*	.092	.303*
*3. Ability Utilization	.191*	.117	.120	.159*	.167*
*4. Social Relations	.047	.203*	.121	-.039	.081
*5. Achievement	.134*	.154*	.196	.174*	.156*
6. Autonomy	.045	.090	.131	.039	.095
7. Physical Activity	.131	.473*	-.147*	.157*	.110
8. Economics	.085	.266*	-.106	-.022	-.058
9. Social Interaction	.058	.158*	.124	.109	.241*
10. Creativity	.065	.095	.174*	.166*	.136*
11. Prestige	.111	.260*	.125	.066	.074
12. Authority	.037	.223*	.153*	.142*	.167*
13. Aethestics	.054	.068	.148*	.050	.032
14. Life Style	.004	.348*	-.021	.058	-.060
15. Variety	-.016	.268*	.051	.213*	.127
16. Advancement	-.011	.161*	-.061	.112	-.001
17. Working Conditions	.010	.025	.017	-.026	-.001
18. Cultural Identity	-.083	.103	.119	-.042	.028
19. Risk	-.131	.281*	.059	.217*	-.007
20. Physical Prowess	-.152*	.350*	.002	.276*	.074

* significant at p <0.05

12 will present the values in the order they appear on the values scale.

Whereas study was ranked first among those roles in which the respondents participated, only three values, personal development, ability utilization and achievement showed a positive correlation with study significant at the .05 level. Physical prowess showed a significant negative correlation. All other values showed no statistically significant relationship to study.

Leisure activities showed a positive correlation with thirteen values.

Participation and leisure emerged as the roles which had the most numerous and, in general, the strongest statistically significant correlations with the measured values. Of the thirteen values identified as significant, physical activity, physical prowess and life style showed the strongest correlations with coefficients of .473, .350 and .348 respectively.

Home and family showed a significant positive correlation with five values and a significantly negative correlation with physical activity.

A positive significant correlation at the .05 level is shown between participation in work and ability utilization, achievement, physical activity, creativity, authority, variety, risk and physical prowess.

Community service, which received the lowest rating on all salience measures, correlated positively with personal development, altruism, ability utilization, achievement, social interaction, creativity and authority.

Research question five addressed the relationship between identified values and the perceptions which the respondents had of their involvement in future activities. Two sections of the life roles inventory, Role Values, Grid and Career Expectations, provided an opportunity for the respondents to speculate concerning their futures. Table 11 presents the correlation coefficients illustrating the relationships between current values and values which respondents will seek in five life roles. Table 12 relates the values measured by the LRI with career expectations as identified by respondents on the special survey section of the LRI.

As illustrated in Table 11, role value in studying and community services correlated significantly at the .05 level with fewer than half the values. Working, on the other hand, correlated positively with all twenty values and leisure with nineteen values. The only non-significant relationship for leisure was with altruism. Ability utilization, achievement, aesthetic and personal development showed significant correlations with all five life roles. The highest correlation coefficient of any of the cross-referenced variables was .477 for leisure and physical

TABLE 11

Intercorrelations Between Values and Life Roles Respondents Will Seek
N=153

	Home and Family	Work	Leisure Activities	Study	Community Service
1. Ability Utilization	.231*	.348*	.204*	.276*	.237*
2. Achievement	.262*	.309*	.230*	.229*	.166*
3. Advancement	.174*	.344*	.317*	.141*	.096
4. Aethestics	.317*	.290*	.332*	.315*	.172*
5. Altruism	.315*	.320*	-.013	.040	.327*
6. Authority	.246*	.275*	.241*	.034	.076
7. Autonomy	.161*	.167*	.172*	.104	.037
8. Creativity	.121	.177*	.246*	.235*	.096
9. Economics	.207*	.286*	.371*	.018	.028
10. Life Style	.097	.165*	.445*	.048	.007
11. Personal Development	.240*	.295*	.249*	.323*	.172*
12. Physical Activity	.082	.201*	.477*	000	.203
13. Prestige	.277*	.263*	.341*	.189*	.115
14. Risk	-.058	.165*	.340*	.115	-.017
15. Social Interaction	.269*	.252*	.234*	.111	.317*
16. Social Relations	.347*	.283*	.283*	.125	.209*
17. Variety	.167*	.322*	.423*	.199*	.204*
18. Working Conditions	.288*	.216*	.195*	.032	.126
19. Cultural Identity	.267*	.217*	.225*	.006	.146*
20. Physical Prowess	.104	.159*	.346*	-.013	.107

* significant as $p < 0.05$

activity. Life style and variety also achieved high correlation coefficients with leisure.

In Table 12 the results of the correlations for values and career expectations are shown. One value, achievement, showed a significant positive correlation with the expectation to obtain full-time employment immediately following graduation. The expectation to remain in an initial position for a period of five years shows positive significant correlation with seven values. The relationship between the values and the expectation to seek an administrative position within the next ten years showed some interesting patterns. Advancement, authority and risk correlated positively at the .05 level with advancement having the highest coefficient. Altruism and social relations, on the other hand, correlated negatively with the expectation to seek an administrative position.

The expectation that establishing classroom discipline would present the greatest difficulty in the first year of teaching did not show significant correlations at the .05 level with any values. The expectation to remain a classroom teacher correlated negatively with advancement, life style and risk and positively with altruism, social relations, working conditions and cultural identity.

The expectation to seek a position different from teaching showed a significant negative correlation with seven values.

TABLE 12

Intercorrelations between LRI-VS and Career Expectations

	Expect Full-time Employ N=155	Remain in Position 5 years N=155	Seek Admin. Position 1st 10 yrs. N=155	Discipline Diff. N=155	Expect to Remain Classroom Teacher N=155	Seek Position Different From Teaching N=155	Expect to Obtain M.Ed. N=155	Expect to Obtain Ph.D. N=156
1. Ability Utilization	.023	.268*	-.049	.102	.099	-.177*	.171*	.122
2. Achievement	.135*	.247*	-.003	-.016	.113	-.176*	.092	.018
3. Advancement	.063	.045	.330*	.008	-.161*	.065	.139	-.076
4. Aesthetics	-.029	.175*	-.132	.091	.095	-.116	-.076	-.138*
5. Altruism	.110	.266*	-.182*	.130	.249*	-.285*	-.063	-.243*
6. Authority	.047	.173*	.155*	-.061	.024	-.150	.040	-.130
7. Autonomy	-.119	.090	.135	-.054	-.101	.003	.093	-.010
8. Creativity	.008	.205*	.090	.047	-.015	.025	.039	.087
9. Economics	-.010	.066	.079	.068	-.109	.042	.087	-.132
10. Life Style	-.097	.013	.075	-.058	-.229*	.114	.105	.049
11. Personal Development	.035	.170*	.021	-.015	.024	-.120	.059	.066
12. Physical Activity	.070	.060	-.026	.040	.073	-.089	-.031	-.146
13. Prestige	-.020	.118	.075	.008	.014	.055	.151*	-.073
14. Risk	.018	.052	.149*	.117	-.154*	.128	.076	-.047
15. Social Interaction	.045	.032	-.085	.003	.117	-.196*	-.124	-.233*
16. Social Relations	-.044	.065	-.141*	.040	.175*	-.165*	-.133	-.288*
17. Variety	.023	.077	.057	.022	-.008	-.072	.032	-.118
18. Working Conditions	-.013	.119	-.055	.038	.153*	-.182*	-.154*	-.216*
19. Cultural Identity	-.020	.055	-.115	.044	.197*	-.210*	-.083	-.178*
20. Physical Prowess	.026	.048	-.012	.034	-.038	-.005	.012	-.135

* significant at $p < .05$

The expectation to seek an M.Ed. correlated positively at the .05 level with ability utilization and prestige, and negatively with working conditions. Aesthetics, altruism, social interaction, social relations, working conditions and cultural identity all showed a statistically significant negative correlation with the expectation to seek a Ph.D.

Altruism and social relations showed a significant negative correlation with the expectation to seek an administrative position, seek a position different from teaching and to expect to obtain a Ph.D..

The results of the correlations for values, admission status and program performance are shown in Table 13. The results may be summarized as follows:

(a) High school grade point average, 1983-84 winter session grade point average and education foundations 201 did not correlate at the .05 level with any values.

(b) Years in the program showed a significant correlation with advancement, economics, physical activity, social interaction, social relations and physical prowess.

(c) Education CI 352 correlated positively with achievement.

(d) Education Psychology 371 correlated negatively with risk and physical prowess.

(e) Education Administration 401 correlated negatively with economics and working conditions.

TABLE 13

Intercorrelations Between LRI-VS and Program Performance

	High School G.P.A. N=122	Winter Session 83-84 G.P.A. N=148	Years in Program N=147	Ed. Found. 201 N=113	Ed. CI 352 N=68	Ed. Psy. 371 N=105	Ed. Admin. 401 N=152	Ed. Pract. 251 N=127
1. Ability Utilization	-.100	.006	-.006	-.031	.175	.040	.003	.043
2. Achievement	-.042	.126	.071	-.030	.249*	.062	.044	.197*
3. Advancement	-.177	.039	.165*	-.022	.078	-.054	-.083	.057
4. Aesthetics	-.140	-.029	.005	-.007	.156	.002	.017	.012
5. Altruism	-.059	-.088	.005	-.101	-.014	-.136	-.034	-.058
6. Authority	-.055	-.030	.092	-.031	-.090	-.183	000	-.048
7. Autonomy	-.029	.164	.093	-.173	.022	.013	-.032	-.093
8. Creativity	.042	-.147	.173	-.139	.198	-.056	-.039	-.062
9. Economics	-.166	-.050	.239*	-.117	.008	-.088	-.167*	-.083
10. Life Style	-.056	.099	.121	-.075	-.143	-.079	.012	-.095
11. Personal Development	-.081	.066	.031	-.049	.171	.091	.073	.046
12. Physical Activity	-.111	-.006	.267*	-.115	-.042	.056	-.127	-.176*
13. Prestige	-.006	.046	.156	-.167	.093	-.034	-.124	.031
14. Risk	-.149	-.091	.099	-.149	-.119	-.240*	-.066	-.248*
15. Social Interaction	-.046	-.042	.234*	-.145	.100	-.030	.026	.041
16. Social Relations	.026	-.019	.165*	-.164	-.006	-.075	-.049	-.043
17. Variety	-.020	-.019	.131	-.104	.107	-.114	-.113	-.046
18. Working Conditions	.050	-.037	.089	-.068	.063	-.065	-.165*	-.074
19. Cultural Identity	.015	.124	.074	-.098	.126	.019	-.047	.057
20. Physical Prowess	-.086	.009	.258*	-.079	-.136	-.199*	-.112	-.121

* significant as $p < .05$

(f) Education Practicum 251 shows positive significant correlation with achievement and a negative significant correlation with physical activity and risk. The relatively strong negative correlation with risk may imply that during the practicum, student teachers tend to "play it safe."

Summary of Results

Data relating to the first six of seven research questions are reported in chapter five. An overview of the major findings are as follows:

Demographic Data:

In excess of two-thirds of the one hundred and fifty-seven respondents were female and single. Approximately one-third of the respondents reported their total family income in 1981 to be in excess of $40,000. The mean high school G.P.A. at the time of admission was 71% with a range from 55.1% to 93%, and the university G.P.A. for the 1983-84 winter session was 6.9 with a range of 4.0 to 8.6.

On the self-rating scale, respondents rated their ability in teaching and friendliness as one and two. Self perceptions in artistic and mechanical abilities were rated lowest. Abilities in mathematics and science, two core curriculum areas within an educational system, were rated fifth and ninth respectively.

Values:

When the relative importance of the total population is considered, respondents rated eighteen of the twenty values as being of considerable importance. Only risk and physical prowess obtained mean scores of 2.07 and below. When between group differences were sought for regular, mature and transfer in students, no significant differences were observed. A slightly different pattern emerged, however, when the group was divided according to program route. Students in the elementary program rated altruism significantly higher than did the secondary route students, whereas, the reverse was true for physical prowess. Social interaction was shown to be significantly more important for elementary route students than for those in the high school program.

Salience:

When the relative importance of five life roles was examined, the respondents showed similar ratings for commitment and role value. Study, which rated first on the participation scale, fell to a fourth place rating on role value. Community service received the lowest rating across the three scales.

Images of Teaching and Career Expectations:

Over two-thirds of the respondents did not feel that teacher training equips teachers for the realities of the classroom. Of particular interest is the finding that 108 respondents or 70.6% are either undecided or disagree with the statement that "teachers are confident that they can help all students to learn."

Generally, it appears that the education students responding are uncertain about their careers in teaching. Less than half of the respondents expected to find full-time employment as a teacher following graduation and approximately 28% indicated that they expect to eventually seek full-time employment in an area other than teaching.

The data presented in Chapter four reflect the responses of the sample relative to the first six research questions asked. Research question seven will be addressed in Chapter 6.

CHAPTER VI

Discussion, Conclusion and Implications

Chapter VI provides a discussion of the findings reported in Chapters Four and Five. The discussion is developed in response to the research questions which guided the study. The quantitative and qualitative data presented in Chapters Four and Five related directly to the first six research questions. The interpretation of that data in relation to the theory and literature will be presented and reviewed in Part One of this Chapter. Part Two of this chapter will address research question seven in relation to the research findings. Part Three presents implications for teacher education and the profession and makes recommendations for further research. The final section will contain a summary of the chapter.

The purpose of this study was to examine the views and beliefs which senior undergraduate students hold regarding work values, life roles, their image of teaching as a career and their expectations of their development within the profession. One assumption underlying the study is that conscious human behaviour is value driven, that what one believes and values will have an impact upon current and future behaviours.

This concept was expressed by Belanger (1984:68) in this manner:

> What a teacher believes and values as a person and a professional is seen as the fundamental initiative for effectiveness as a teacher. This is not to say that skill and knowledge is not important but rather that the highest priority for consideration in teacher education is the attitudes, values and beliefs of the candidate.

The Life Roles Inventory and interview technique were employed to ascertain the opinions of one hundred and fifty-seven undergraduate education students at a Western Canadian University.

The sample consisted of one hundred and fifty-seven third and fourth year undergraduate education students. A detailed description of the sample is contained in Table 1, Chapter Four.

Self-concept, the way one views him or her self, is acknowledged as an important element in terms of how one exercises social and occupational options within the various stages of life Super (1957). The skills and abilities which an individual perceives he or she possesses at various stages in life can be instrumental in the life roles one may choose, or the particular emphasis which one may place on a variety of functions within the chosen roles.

It is acknowledged that career choices are not static but rather evolutionary and dynamic in nature. The choices which an individual makes will be modified as one's view of self changes, as the individual progresses through various life stages, and as the environment in which one functions is modified by technological, social and personal change.

It is important therefore, that students, and those who work with them as they participate in and prepare for future life roles, be as aware as possible of the abilities, interests and values which they possess. This awareness on the part of individuals can lead to satisfaction and rewards in a variety of roles as they proceed with the implementation of the self-concept.

London and Stumph (1982:7) acknowledge three tasks which are likely to enhance one's career progression:

1. Assess one's skills, interests and potential for various life roles.
2. Identify career objectives and develop a realistic plan based upon self-knowledge.
3. Obtain the necessary training and developmental experience to prepare one's self for target positions.

The tasks identified by London and Stumph are consistent with the developmental, self-concept theory of Super (1981) and are pertinent to the purpose of this study in that it addresses self-ratings and career expectations of students in a teacher education program.

The results obtained on the self-rating of the respondents on twelve ability categories and reported in Tables 2, 3 and 4, provide some useful insights into how the respondents view their abilities in relation to others.

Abilities in teaching and friendliness rated highest among students in all groups: elementary, high school and

vocational education. This is not a surprising finding in that all respondents had chosen to enter a teacher education program and in that friendliness is a quality generally considered as a benefit in the teaching profession. On both these indices, however, there were a number of respondents who rated themselves average or below average, 15.2% in teaching and 30.6% on friendliness.

Self-ratings in scientific and mechanical abilities showed an interesting pattern. Students in the elementary program route rated themselves eleventh and twelfth, respectively, on these abilities.

Is the low placement of perceived scientific ability by elementary route students related in any way to the manner in which science teaching (content and process) is conducted in our elementary schools? Orpwood and Soque (1984) presented a dismal picture of science teaching in Canadian schools, particularly at the elementary level. Could the status of science teaching be related in any way to the self-perception that students preparing to teach at that level have of their scientific ability? Are professional development initiatives designed to improve science teaching taking into account the relationship that may exist between perceived ability in the area of science and effective teaching?

Students in the vocational education program rated themselves twelfth on science but moved to fifth on

mechanical ability. As expected, the vocational education students felt a higher degree of comfort in the area of mechanical ability than did the other two groups.

Artistic ability rates in the bottom quartile for all groups; tenth for elementary, twelfth for high school and ninth for vocational students.

It would appear that with teaching rating as number one among all groups, and artistic ability rating at the lower end of the scale, an essential connection between the two skill areas does not emerge. Whether one views artistic ability from the performing or visual arts perspective, the relationship with teaching can be established.

Teaching is itself an art. It's a form of expression that transcends the limits of the brush, the instrument, the performer and embodies all in the "act of teaching."

Eisner, as reported in Waack (1983:74) discusses four senses in which teaching is an art:

1. ...Teaching can be performed with such skill and grace that, for the student, as well as the teacher, the experience can be justifiably characterized as aesthetic.

2. ...Teachers, like painters, composers, actresses and dancers, make judgements based largely on qualities that unfold during the course of action.

3. Teaching is an art in the sense that the teacher's activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted.

4. Teaching is an art in the sense that the ends it achieves are often created in process.

Theatre is particularly associated with teaching. Waack (1983:84) explains

> There exists a common cord which binds the theatre and teaching together. It is the fact that both exist as creative encounters of human beings at a specific time and place, seeking a common goal: the creation of meaning achieved through an aesthetic experience characterized by its sensitivity, its perceptiveness, and its beauty, and all woven into the "fabric of living."

If, in fact, artistic expression is concomitant with teaching, why might students in teacher education programs rate themselves so highly on one and so low on the other? More importantly, if career choice is an implementation of the self-concept Super (1957) and if the activities within that field of choice are arranged to give expression to what one perceives himself to be, how will prospective teachers function on those measures which receive low self-rating?

The self-rating abilities provide a glimpse into how the students in the sample rated themselves on twelve abilities. While it is acknowledged that variations may occur within individual and group profiles over time, it is important to note the image which education students have of their ability as they prepare to enter the teaching profession.

Research Questions

In this section, following the restatement of each research question, relevant findings are discussed.

Research Question 1.

What is the relevant importance to undergraduate education students of the specific values as measured by the Life Roles Inventory?.

As described earlier, the LRI. Value Scale is designed to explore the importance which an individual attaches to twenty work values. The literature appears to support the contention that values are related to vocational and other life choices individuals make. Madill et al, (1986:115) state "The values that individuals endorse appear to be related to their career choice. These values will ultimately influence their working lives and very likely their career planning strategies."

Super (1973), in addressing the relationship between the terms "needs", "traits", "values" and "interests," claimed that values and interests have a closer relationship to specific activities and objectives and are, therefore, a more reliable way of predicting choice.

This relationship between values and career choice raises an interesting question. If the values which one holds influence the choice of a career and one's activities and realizations of objectives within it, then does the relative strength with which one holds certain values have an impact upon the way in which they perceive the career they are about to enter and what their expectations are for that career?

The Life Roles Inventory Values Scale consists of one hundred items which relate to twenty values. (Appendix A) Respondents are asked the importance of an item to them now or in the future. The tabulation of responses provides an identification of how the individual rates the importance of the values in relation to each other. The results of the rating by the 157 respondents is shown in Table 5. The individual results were ranked by mean to provide a profile of the total group. The total group ranking on the values scale was then compared with two groups, elementary route and high school route.

The results of the ratings confirm that among the top five values rated by the total sample, there were no substantial between group differences. On two values, altruism and social interaction, the elementary group demonstrated a statistically significantly higher score. On physical prowess, the high school sample scored significantly higher at the .05 level.

A Varimax Rotation analysis was conducted from which five factors emerged: (Appendix F)

1. A factor which stresses the importance of a creative/independence orientation with loadings on Aesthetics, Autonomy, Creativity, Life Style, Personal Development, Risk and Variety.

2. A factor stressing the importance of self-actualization/social orientation which loaded on Ability Utilization, Achievement, Altruism, Personal Development, Social Interaction and Social Relations.
3. A factor stressing an advancement and economic orientation with highest loadings on Achievement, Advancement, Authority, Economics and Prestige.
4. A factory which loaded on Cultural Identity and Working Conditions.
5. A factor stressing the importance of physical involvement with highest loadings on Physical Prowess and Physical Activity.

Similar factors were identified by Fitzsimmons, Macnab and Casserly (1985).

The factors of self actualization and social orientation, stress the importance of Ability Utilization, Altruism, Professional Development, Social Interaction and Social Relations. This factor embraces all those values which were ranked in the top five by the sample, plus social relations. This would suggest that the students placed greatest value on an altruistic/personal and social orientation.

The values and implied characteristics that are contained within this factor are those which one would associate with desired qualities of an individual preparing

for a teaching role. They are measures which one considers in the recruitment and selection of teachers.

The factor which stresses advancement and economic orientation including the values of advancement, economics, prestige, authority and achievement related to the mid-range of the ranked values. This cluster, while not of greatest importance, does represent considerable value to the sample. It is conceivable that from individuals who are represented within this cluster one might expect to find future school administrators. When the correlations for the variable on the expectation to seek an administrative position within the next ten years is examined, it is noted that advancement and authority correlates positively at the .05 level with that expectation. The same expectation correlates negatively with altruism and social relations. It may be that respondents identify some degree of incompatibility between advancement and authority and altruism and social relations.

The factor on working conditions and cultural identity was valued least by the sample.

Research Question 2.

To what extent do undergraduate education students participate in, feel committed to and seek value in each of the five life roles; studying, working, community service, home and family, and leisure activities?

From the perspective of occupational choice and career development, the notion that man is a complex being possessing a variety of individual differences applied to diverse life roles is not a new concept (Holland, 1973; Strong, 1943; Super, 1957, 1980, 1981; Dvorak, 1947) More recently, Super (1980:282-284) identified a variety of roles which individuals play in the course of their life span. As a component of the Work Importance Study, five roles were identified which can be engaged in simultaneously throughout various stages of life. In an attempt to further understand the perceived relationship between life roles, spread over a time dimension, the salience component of the LRI. was developed. Respondents were asked to indicate the extent to which they participate in, are committed to, or seek future value in the five life roles of studying, working, community service, home and family and leisure activity.

The students in this sample placed the greatest value on studying among those roles in which they were participating at the time of the study. This could be expected in view of the fact that all were students at the time the LRI. was completed.

The students appeared more committed to and desired to seek future value in the role of home and family than they are now experiencing. This may be accounted for by the fact that studying interferes with home and family activities and that only 27.4% of the sample were married at the time of the survey. Home and family ranked ahead of all other roles on the commitment and the Role Value grid. In a period when family structure is undergoing significant changes, the concept remains highly valued by the participants in this study. The notion of a social unit in which care is given and responsibilities are taken is viewed as one deserving of present and future commitment.

The low rating for the role of community service would seem to suggest that what was once an expectation by the community, that teachers play an active role in community life, and which still may be the case in many rural jurisdictions, is not valued highly by those who are preparing to fill teaching positions.

In all cases students placed a higher value on the commitment scale than on participation or the value grid. This may suggest that there is a greater desire to implement their values in each role than the respondents are currently able to experience or can realistically expect to achieve at some later date.

The results of the two-tailed T-test would indicate that the students in the elementary route placed a higher

value on participation in studying than did the high school students. On commitment and role value grid, no significant differences were noted.

Research Question 3.

What images do undergraduate education students have of the teaching profession and how do they foresee their career path within it?

Data gathered in response to this question provided the researcher with interesting and insightful information. Respondents were given the opportunity to speculate about the profession they were preparing to enter and to express their expectations regarding how their career might develop. This opportunity to assess some aspects of the teaching profession and to relate that to "self" is consistent with the position expressed which emphasizes the importance of helping young people to build up realistic pictures of themselves and of the occupations they plan to enter.

In addition to responding to survey items regarding images of teaching and career expectations, thirteen of the full sample were interviewed for the purpose of exploring the images they had of themselves, the teaching profession and the program which was preparing them for that role.

When the quantitative and qualitative data are viewed in tandem, interesting patterns emerge.

Student teachers appear realistic about the extent to which a teacher training program can fully equip one for the realities of the classroom. They tended to support the position reflected in the literature that such an expectation is unreasonable. (Lortie, 1975; Ratsoy, Friesen, Holdaway, 1988; Trew-Williams, 1986; Wideen and Holborn, 1986; Miklos and Green, 1987) Less than one third of the respondents felt that teacher training could prepare one for the classroom. The message received from the students in the interview process supported that position. Most felt that, while the program was generally good, the pre-service training could "only do so much."

Student teachers in the high school program route seemed more confident about the first year of teaching than did the elementary program students. This was borne out in the interview process. When a T-test was performed on the quantitative data, a significant difference at the .05 level was found which showed that the students in the high school program had more confidence that the teacher training program could equip teachers for the reality of the classroom.

This finding could have implications for the manner in which students in various programs are dealt with during the practicum phase and in program courses which address the role of the teacher. The confidence with which one approaches the first year teaching assignment can be a

powerful determinant in experiencing initial satisfaction and long term success in teaching.

If, as Howey, Yarger and Joyce (1978:9) reported, only 54% of the students they studied would remain in teaching for more than three years, the initial success or failure experienced in the early years of teaching can have an impact upon one's decision to remain in the profession. The degree of confidence with which a beginning teacher approaches the task may be an indicator of future success.

Practically all interviewees acknowledged that the first year or two would be critical to their teaching career. If the literature and research on the socialization and professionalization processes of becoming a teacher is so convincing (MacKinnon, 1987; Trew-Williams, 1986; Wells, 1984; Lortie, 1975; Fullan and Connelly, 1987) and if student teachers, who have not yet entered the field, express their concerns so strongly, then why are programs of induction and internship, designed to assist the beginning teacher, so rare?

The process of "abandoning" beginning teachers to the classroom, however, may be nearing an end. While the cost of initiating and maintaining induction and internship programs may be high, the cost in reduced learning outcomes on the part of school children, and the inability of some potentially good teachers to "survive" may be even higher. Ratsoy et al, (1988) have recommended that beginning

teachers "by September, 1990 ... [should] be required to complete successfully an approved internship to be known as a 'Teacher Residency Program' for 'Resident Teachers'."

Fullan and Connelly (1987) have recommended a mandatory two-year induction program followed by a two-year apprenticeship before permanent certification is awarded.

Clearly the need for a co-operative effort among all key players - universities, departments of education, teachers professional associations, school trustees and maybe more importantly, senior undergraduate education students - is required in order to resolve the dilemma facing beginning teachers.

Recognizing the developmental nature of career maturation, the effects of a traumatic induction into teaching may result in a premature departure from the profession or the continued implementation of "self-concept" that is damaged by less than rewarding initial teaching experience. The rather trite line that "you never get a second chance to make a first impression" is relevant, particularly when that impression is of "self" reflecting on "self" and contributing to the development of "a self-concept" as it applies to the life role of teacher.

A particularly interesting finding in the section on "images of teaching" addresses the question of teacher efficacy - the notion that "I know I can teach any and all of these kids" (Joyce, Hersh and McKibbin, 1983:261. Less

than one third of the sample felt that teachers are confident that they can help all students to learn. Seventeen point nine percent were undecided and over half, 52.6%, disagreed with the statement. If prospective teachers have such a high degree of uncertainty about the ability of teachers to facilitate learning in all children, does this imply that as they enter the profession, they have already "written off" the prospect of accomplishing learning outcomes in certain pupils? Vroom's (1964) expectancy theory postulates that the degree of effort expended to achieve an outcome is related to the level of expected rewards or success in the task. If the teacher expectation for learning outcomes on the part of certain children is low, will there be a lessening of teacher effort to assist those children to learn. If beginning teachers see "teachers" as lacking confidence in this area, will this perception affect their decision-making as they approach the child? Will they see a "learner" or just another individual enrolled in their class for a specific period of time? Super (1981) contends that:

> occupational choice represents an attempt to implement one's self-concept in an occupation, and that this is done by matching one's self against one's picture of people in occupations that one knows and in which one is interested.

If this process of "matching" with those in the profession involves conforming to established practices and

beliefs of practitioners then the tendency towards reduced teacher efficacy is there even before one begins to teach.

This concept is also closely related to the perception that teacher effectiveness is best gauged by student test results. Seventy-five point seven percent of the respondents agreed that student test results are the best gauge of teacher effectiveness. Only 12.8 percent disagreed with that statement. In the absence of the belief that teachers can help all students to learn and hence achieve and score well on test results, then that measure of self-assessing teacher effectiveness may already be limited. It could be further argued that as 78.1% of the respondents in this study agreed with that statement that teachers believe the greatest rewards for teaching are psychic (i.e. student achievement, personal growth), and that because over half the respondents (52.6%) felt that teachers could not help all students to learn, then the "greatest rewards" could be denied in some student teacher relationships.

The relationship between these concepts can have important implications for how beginning teachers approach their role as teachers.

The second part of Research Question #3 dealt with the images which student teachers have of their career path as measured by eight items. The responses to these items are recorded in Table 9 with the results of the intercorrelation of the career expectations and the twenty values measured by

the LRI. presented in Table 12. In this section of the chapter both tables will be discussed along with the data obtained through the interview process.

The transition from the school or university experience to the world of work is a function of many factors. Macnab (1985) suggests that

> values, needs and preferences are highly similar constructs dealing with the same area of vocational behaviour, operating at the same level of generality, processing similarities in the way social and work environments have been used to generate traits, and assessing what individuals think is important about their work.

Super (1957), Rescher (1969), Loftquist and Dawis (1969), and Maslow (1959) have all addressed the relationship between values and needs as they relate to the motivation to act in pursuit of objectives.

Other factors such as aspiration, anticipation and expectations can have an impact upon the future plans of individuals. Moar (1976), as reported in Watts et al, (1981:116) differentiates between these three concepts when she proposes a three level analysis of goal attainment.

1. Aspiration - is seen as an ideal worth striving for even though the individual is unlikely to attain it;
2. Anticipation - a goal felt to be achievable and;
3. Normative expectation - is a goal felt by the individual to be appropriate for someone of his social standing and experience, and at his stage in life.

Moar suggests that if "aspirations" or "anticipations" are not achieved, "normative" expectations usually are.

The expectations which one holds for future positions are related to values and perceived needs. They assist in forming an image of the career path one may follow. In the sample under study the following observations can be made regarding career expectations.

The literature regarding entry into and remaining in the teaching career paints a picture which suggests that not all who take teacher education actually plan to enter the career, or if they do, a significant number do not remain in the profession (Lortie, 1975; Vance and Schlechty, 1982; Charters, 1970; Heyns, 1988; and Smith, 1988). In an attempt to address this issue in this research, respondents were asked five questions which bear directly upon their immediate and long term plans vis-a-vis the role of teacher. These were:

1. I expect to obtain full-time employment as a teacher immediately following graduation.
2. I expect to remain in my initial teaching position for a period of five years.
3. I expect to seek an administrative position within the first ten years of employment as a teacher.
4. I expect to remain a classroom teacher throughout my professional career.

5. I expect to eventually seek full-time employment in an area other than teaching.

Respondents were asked to "please select the response which best represents your career expectation." They were to choose from strongly agree, agree, undecided, disagree, strongly disagree.

Less than half of the respondents expected to become employed as a teacher immediately following graduation. Forty point six percent expected to remain in their initial position for five years. Only slightly over one quarter (25.8%) of the population expect to remain a classroom teacher and 27.7% agreed with the expectation to seek a position outside of teaching. A similar number, 27.1% expected to seek an administrative position within the first ten years of teaching. It can be seen from this data that there is a considerable degree of uncertainty among the students about entering and remaining within the profession.

This impression was supported by the information obtained through the interview process. Uncertainty about reasons for entering teacher training and using the preparation as a means of entering another line of work were common. When one considers this data in tandem with the fact that 58.7% were either undecided or expected to seek employment outside of the teaching professions, and that 74.2% are either undecided about or do not expect to remain a classroom teacher, then it raises the question of how

committed senior undergraduate education students are to the teaching role. It is recognized that matters of the economy and the general work climate can impact upon the expectations which students may have regarding their future role as teachers. The considerable degree of uncertainty expressed, however, raises the notion that there may be value in identifying the level of commitment to teaching as a criteria for admission to a teacher education program. It also raises the question: Do students preparing for careers in Law, Medicine or Engineering (for example) express the same degree of ambivalence regarding the entry into and continuation in the career for which they are preparing?

The responses regarding the expectation to seek an administrative position within the first ten years also generated some salient data. Less than one third (27.1%) expressed an expectation to seek an administrative position. Administration was not viewed by those interviewed as an attractive position. Only one male and not one of the female students interviewed expressed an intention to seek an administrative role. The notion expressed in the interviews was that the principalship is a "thankless position from which most of the power is gone" raises questions not only about who will seek the position but also about what image beginning teachers have of those who currently fill the principal roles. In the interviews, students commented upon how important the principal would be

to their first year of teaching, yet in viewing the role more broadly, many saw it as a role without power.

The "principalship" addresses the question of educational leadership. The attractiveness of the position and the perception that incumbents to the profession have of the role will, to some degree, affect the number of individuals who view it as a possible future role and who expect to pursue it. According to Super (1957, 1981) individuals will choose occupations in which they perceive an opportunity to fulfill their self-concept. Will the view of the principal's role as a demanding, thankless, powerless position dissuade capable individuals from seeking that leadership role?

The expectation that discipline would be the most difficult task of the first year was the item on which the respondents were most decisive. Only 7.7% of the respondents were undecided on the issue. Forty-three point nine percent agreed that discipline would be the most difficult task and 48.4% felt it would not. What this suggests is that students have reflected upon the question, that as they approach their first year of teaching they have a view of themselves as being capable or not so capable in this area. On the one hand, the student who responded in the interview that the first year will be "scary", and that he is not sure if [he] can handle the children" described the discipline dilemma well. On the other, the largest

percentage of respondents did not rate discipline as their greatest anticipated problem in the first year.

Will the satisfaction experienced in the first year of teaching be higher for those who hold a more positive concept of self in matters of discipline?

A number of students responded to the expectation to pursue graduate work in education by indicating that they see the initial degree as a first stage in their professional development. Forty percent agreed or strongly agreed with the expectation to obtain a masters degree with 15.9% expecting to pursue a Ph.D. This finding would indicate that students recognize the need for and value in study beyond the level of the first degree.

Research Question 4:

What are the relationships between declared values and various life roles which education students occupy?

The literature review has demonstrated that the values which one holds have an impact upon the way in which one views his/her world. (Rokeach, 1973; Goodlad, 1988; Raths et al, 1978; Suttle, 1982; and Super, 1957, 1981) They may be viewed individually or as "the system of criteria by which conduct is judged and sanctions applied." (Albert, 1968:287)

The relationship between values, preferences and needs, and the world of work have been well established. (Super, 1957, 1983; Holland, 1973; Maslow, 1959; and Mcnab, 1985)

In an attempt to determine the statistical relationship between the values as measured by the LRI-VS and the life roles in which students participated at the time the inventory was completed, and the life roles in which they would seek value in the future, a correlation process was applied. The results of this application were reported in tables 10 and 11.

The tables were constructed to show the twenty values as ranked by the full sample and the rank orders of the life roles in which the students participate and in which they will seek value in the future.

Interesting patterns emerge when one compares the correlation coefficients between the values and what students were doing in the five life roles when the inventory was completed and what they would seek in five major life roles at a later date.

Students ranked all life roles differently in the two classifications with the exception of community service, which received the lowest rating in both areas. This is a similar finding to that discovered by Madill (1985) in a study of fourteen hundred physiotherapists. In practically all cases, the correlation coefficients, statistically significant at the .05 level, are significantly stronger in

the future orientation towards life roles than they are in the roles students were participating in. Only on physical prowess, the value rated least important, did the reverse occur. This would indicate that the intensity and incidence of the relationships between student values and life roles are somewhat restricted by the role of "student" and that there is an expectation that in the future more opportunity will exist to implement one's values in various life roles. This situation was true even in the role of studying. This may speak to an unrealistic expectation which students have for future roles, or to the possibility that the role of "student" inhibits the implementation and expression of values. Could it be that the "prizing" and "acting" components of the valuing process as identified by Raths et al, (1978) are restricted during one's time as a student?

The tendency to conform while in a teacher education program and while being inducted to the teaching profession, has been well documented (MacKinnon, 1989; Feldman, 1981; Eddy, 1969; and Lortie, 1975). The results of the correlation analysis when comparing participation in study with future value in study show a positive significant correlation at the .05 level between future value in study and aesthetics (.315), creativity (.235) and variety (.199). Each of these values load on the creative/independence factor in the factor analysis. None of these values shows a significant correlation with participation in study. If

there is a desire to be creative in the field of study it would appear that there is little opportunity for creative expression when one is an undergraduate student. Do our teacher education programs allow for the expression or implementation of these values? If they do not, does this contribute to the tendency for students to conform and will this tendency transfer to the way in which the fulfill their teaching and other life roles?

Research Question 5:

What are the relationships between identified values and career expectations as perceived by education students?

Table 12 presents the statistical probability that students will have an opportunity to implement their values in various career roles. It provides the statistically significant relationships between the twenty work values as measured by the LRI. and the career expectations measured on the special survey section.

The expectation to obtain full-time employment immediately following graduation showed a significant correlation with only one value: achievement. This would suggest that students see little opportunity to implement their values through the immediate attainment of full-time employment as a teacher. This finding tends to support the observation made earlier that students are not confident

about finding full-time employment immediately following graduation. Less than half of the sample, 47.7%, expected to find immediate employment as a teacher. Those who expect to remain in their initial teaching position for a period of five years show a probability, significant at the .05 level, of implementing the values of ability utilization, achievement, aesthetics, altruism, authority, creativity and personal development.

The apparent uncertainty of immediate employment as a teacher lends support to the description as presented by Smith (1988) of the "lost generation" of teachers. If large numbers of graduates from teacher education programs do not gain quick entry to the profession, will they forego the opportunity to implement their values in their chosen career and hence be permanently directed into other occupations? Will the educational resources used to select and educate these students be misdirected?

The expectation to seek an administrative position within the first ten years of employment presented some interesting findings when correlated with the twenty measured values. The results presented a positive significant correlation with advancement, authority and risk and a negative significant correlation with altruism and social relations. This might suggest that individuals who expect to seek administrative positions are prepared to exercise some risk in the interest of advancement and

authority at the expense of altruism and social relations. This may further suggest that the respondents see more opportunity in educational administration to implement values which encourage upward mobility and authoritarianism than they do to implement values which might encourage a collegial approach to administration.

When one observes the statistically significant negative correlations on altruism and social relations, it is noted that they correlate with the expectation to seek an administrative position, to seek a position different from teaching and to seek a Ph.D. All these expectations tend to point in a direction away from the classroom.

Upon examining the positive significant correlation on altruism and social relations, it is observed that the expectation to remain a classroom teacher shows a positive correlation with both, and in addition, the expectation to remain in the initial teaching position for five years correlates positively with altruism.

These two observations suggest that there is a probability that those who see themselves moving away from the classroom will seek to implement a different set of values than those who expect to remain in a teaching role. This is particularly noticeable when one examines carefully the relationship between the expectation to seek a position different from teaching and to seek a Ph.D., and the twenty values. Not one positive correlation significant at the .05

level was found among these variables. A number of values showed significant negative correlations with both expectations. Altruism, social interaction, social relations, working conditions and cultural identity all correlated negatively with both expectations. Of these values, altruism, social relations, working conditions and cultural identity showed positive significant correlations with the expectation to remain in the classroom. It would seem that as one expects to move away from classroom teaching, a less altruistic and social orientation develops.

Research Question 6:

What are the relationships between declared values and student characteristics as measured by admission status and program performance?

The relationship between the twenty values and eight measures of admission status and program performance showed few significant correlations. High school and winter session G.P.A's and Educational Foundations 201 produced no statistically significant relationship.

The lack of any significant relationship between the two measures of G.P.A as a measure for admission or program performance does not reflect in any way the strength or weakness of the twenty measured values. It would further suggest no interpretation can be made from a G.P.A. of the needs, values, preferences or motivations of the students

entering or remaining in a teacher education program. In other words, the G.P.A. does not serve as a measure of predictability for the implementation by the students of any of the measured values.

The longer students were in the program, the more they valued advancement, economics, physical activity, social relations, social interaction and physical prowess. This would suggest that students nearing the end of their program value those activities which are within the self actualization/social and advancement orientations. This is understandable in that they may view the possibility of implementing these values as imminent.

The relatively strong negative correlation coefficient of -.248 between education practicum and risk may further reinforce the notion that the practicum is a place to "play it safe." The need to conform in the pre-service and induction phases have been well established. The inverse relationship between the extent to which one might choose to implement the value of risk and performance in the education practicum further reinforces that view. This feeling was expressed during the interview stage when one student commented that "a few new things" were tried when the cooperating teacher was not in the class. The need to comply with the established routines of the classroom was acknowledged by practically all students interviewed. Few student teachers were prepared to "risk" new behaviours to

try new things when the cooperating teacher was in the class.

Evidence of the perceived need to conform tends to run throughout the data and is supported by the literature. This might lead one to conjecture that prolonged exposure to, and participation in, programs which appear to value conformity more than diversity may have an impact upon how individuals exercise their roles as they enter the profession.

Can we produce creative dynamic, versatile teachers out of programs that nurture conformity?

Research Question 7:

Can an analysis of the data obtained in seeking answers to the above question assist in making judgements about recruitment, selection and retention of teacher education students.

Recruitment, selection and retention will remain critical issues as we move into the last decade of this century. A period which may be characterized by a shortage of qualified teachers. The evidence would seem to indicate that we are on the verge of a teacher shortage in Canada. The period of the 1950's and 1960's may be revisited in terms of reduced teacher supply unless steps are taken which are designed to analyze current trends, predict future needs, and recommend appropriate action.

Efforts in this regard are already underway in specific jurisdictions. The Maritime Provinces, the Ontario Ministry of Education, Manitoba Education and Alberta Education, have initiated studies and continue to examine the issue of teacher supply and demand.

The period from the late sixties to the late eighties was characterized by a large number of teacher graduates who were unable to find positions. This trend appears to be reversing itself as we move into the decade of the nineties. (Canadian Teachers Federation, 1988; Smith, L., 1988; Hawley, W.D., 1986) The prospect of shortages in the teaching field has a number of implications for the recruitment, selection and retention of prospective teachers into the profession. On the one hand larger numbers of young people may consider applying for admission to teacher education programs because of the prospect of employment, standards for admission may be relaxed because of the demand on the University to produce graduates. Hawley, (1986), states that "historically, we have dealt with teacher shortages by reducing or doing away with requirements for entry into the profession." The likelihood of the introduction of intern or induction programs may be reduced as the system demands teachers to assume classroom roles.

A major factor in the future availability of qualified teachers is the number of successful graduates of teacher

education programs who enter and remain in the teaching profession.

The evidence presented in this research would indicate that individuals enter teacher training programs for a variety of reasons, not all of which are associated with obtaining a teaching position and remaining in the profession. It also supports the notion that teacher education programs nurture conformity and tend to provide a safe haven for low risk takers. The findings further confirm that selection procedures for applicants into teacher education programs, lack rigor and are seen by the students themselves as inadequate.

With the large number of applicants seeking admission to teacher education programs at a time when funding to post secondar institutes is severely limited, the question is no longer just, "can we recruit, select and retain sufficient numbers to fill the slots available?" But, "are we selecting the right ones?" With the limited amount of educational dollars available, can we afford to be using these resources to train people for a profession they may not intend to enter? If we accept the inevitability of the need for change in education requiring creative problem solving strategies, can we afford to chose low risk takers and put them through programs which demand conformity?

Retention in a teacher education program does not appear to be an issue. Few students withdraw from a program

as a result of difficulty with the content or process. Once admitted, program completion is almost assured. Of one hundred and forty-eight reported cases of G.P.A., 91.2% had G.P.A. above 6.0. Only one student in the sample had failed one session of practice teaching.

If screening procedures are inadequate and program success almost assured, can we be comfortable with the selection procedures as they now exist? I claim that we cannot.

While it is argued that "investment of faculty time in complicated screening procedures is a poor use of resources," (Fullan, 1987:70), it can also be argued that to have 58.7% of the sample under study expecting to seek or undecided about seeking a position outside of teaching could also be a poor use of resources. If we abandon vigilance at the first stages of preservice teacher training and eliminate program rigor, we run the risk of continuing to produce teachers who are uncertain about their careers, not strongly committed to the profession and prepared to conform to established practices. These conditions do not seem to establish a predisposition for change and innovation in education so strongly encouraged as the final decade of the century begins.

Methods must be sought which would examine these factors at the time of selection into teacher education programs.

Implications for Teacher Education and the Profession

The current study focused upon role of the self-concept in the selection of a professional career and other life roles. Super (1981: 37-38) states that "the degree of satisfaction people attain from work is proportionate to the degree to which they have been able to implement self-concepts."

The views which the respondents in this study held of "self" were measured in a variety of ways: by obtaining self-rating responses from the sample on twelve categories of abilities; by identifying the relative importance of twenty work values, by investigating student perceptions of five major roles; by exploring the images which the sample held of the teaching profession and their career path within it; and lastly, by conducting interviews with 13 of the total sample of 157. The data was interpreted and analyzed in a variety of ways. The question then remains, "What are the implications of the data gathered in this study for teacher education and the profession?"

Teacher education programs and the profession have struggled to achieve status on a variety of fronts across North America. The image of teacher education programs vis-a-vis other professional programs has often been one of inferiority. This is suggested in the literature (Lortie, 1975; Guthrie and Cliford, 1989; Taylor, 1987; and Fullan and Connelly, 1987) as well as in the interviews conducted

with students in this study who referred to the "Eddies" as being the brunt of campus jokes. The students interviewed expressed a concern about the lack of status and prestige of the teacher education program and the profession in general. They saw leadership roles as unattractive, "thankless positions from which most of the power is gone."

It can be argued that the likelihood of elevating the status of the teacher education program and subsequently the profession to positions equal to other professions, is not very high if the individuals admitted to and are successful with the program perceive their own ability as average or below on the majority of abilities measured (Table 2). If the candidates for a degree in teacher education do not see themselves as above average on the majority of identified abilities, will they be contributing to an acceptance of mediocrity during their teacher education years, and perpetuate that view once they become teachers?

The image which students hold of their abilities both individually and collectively will have an impact upon career development and satisfaction with work. For teacher education and the profession to begin to elevate the status of the training program and the profession so that it becomes a highly attractive option compared to other professions, then methods must be sought which will attract candidates who see themselves as among the "best" in ability ratings and not average and below.

While it could be argued that the most talented students can not be attracted to a profession that lacks status Taylor (1987), it can also be argued that talent is essential if the status of the profession is to be raised. The dilemma represents a major challenge for teacher education institutions. Continued review of admission procedures must be engaged in and efforts to attract students who are not only among the "best" as determined by G.P.A.'s but see themselves as among the "best" on a wide variety of skills and abilities and who are highly motivated to become teachers and remain within the profession. The challenge does not rest with the teacher training institutions alone. It is shared by practising members of the profession, departments of education officials and school boards, the employing agencies.

In the current climate of restraint, the need for cooperation grows. The elevation of the status of teacher education and the profession will not be achieved by increased allocation of financial resources alone. It may have to rely more upon an improved selection process. While it may be noble of teacher training institutions to prepare individuals for fields of work other than teaching, it may also be a luxury that can no longer be afforded. Methods must be sought to explore the degree of commitment to the profession which applicants to a teacher education program possess. This would require a thorough re-examination of

admission procedures and might result in delaying admission to a point after which students have received, as Joyce (1981) describes, "an excellent general education" before engaging in professional preparation. The delaying of admission would extend the time required to become a teacher but that, in itself, may provide an opportunity to better examine commitment, enhance the quality of the graduate, provide an opportunity for a wider range of life experiences, and thereby, contribute to an improved status of the training program and the profession.

By delaying the need for a career choice beyond the adolescent period, improved career planning may occur.

Super (1983:557) when addressing adolescent career choice states "to many students, occupational futures are too remote or to uncontrolable for planning to seem worthwhile."

If as Hansen (1981) contends that "career planning is increasingly recognized as a means to greater satisfaction in life", is there a likelihood that younger individuals who are admitted to teacher education programs and therefore less likely to plan their career, also less likely to achieve satisfaction within the career and other life roles? The teaching profession requires individuals who have a positive image of self, excellent general education pedagogical skills and a knowledge of and commitment to the profession. To prepare individuals for a career in teaching

who do not possess these characteristics is to risk the continued low status of the profession relative to others.

Students in the elementary and secondary programs are more alike than they are different in terms of their values. They tend to place greatest emphasis upon a similar list of values. Recognizing that individuals tend to act in a manner that affords the best chance for them to implement their values, it would appear that for purposes of motivating either group, emphasis upon the values of professional development, altruism, ability utilization, social relations and achievement would work equally well with students in the elementary and high school programs. Similarly, advancement, working conditions, cultural identity, risk and physical prowess would appear to have low motivational effect. Emphasis upon social interaction, aesthetics and those encouraging altruism would be most beneficial for elementary route students. Social interaction was the value upon which the greatest variance existed. Elementary students rated it as seventh and high school students, twelfth. These factors could be considered in developing classroom or practicum activities for students in either programs.

As mentioned elsewhere in this study, the low placement of risk on the value scale has implications both for program performance and teachers as change agents.

The career pattern of an individual according to Super (1980) is reflected in a life-cycle which includes both the simultaneous combination of life roles and their sequential combination into a life-space.

The implication of this concept for student teachers is evident in how they value the number of life-roles in which they are involved presently and how they perceive future involvement. The traditional notion that teachers were an automatic resource to the community as one who provides volunteer services in club and group activity may be changing. At least from the perspective of teachers in training, community services rated last among all the life roles examined in current participation, future anticipation of involvement and level of future commitment.

It can be argued that teachers no longer see themselves as responsible to provide leadership at the community level as had traditionally been the case. While the impact of such a perception would differ from urban to rural, it could result in a conflict of expectations in many smaller communities. Teachers are still perceived to be a "community resource" and this conflict in perception may be problematic in a variety of settings.

Attention to the emergence of various life roles should be presented as a component in courses on the sociology of education. It is my contention that few teacher education students and beginning teachers reflect upon the various

roles they presently fulfill and those which they will occupy in the future. They are unaware of the various features of these roles, how they overlap and how they may conflict. While trial and error may be an essential function of maturing, it should not be the only, or best measure by which an understanding of life roles is achieved. Role confusion within the work-space is acknowledged as a major source of confusion and dissatisfaction. It can also be so in the "life-space" where a variety of roles are played simultaneously.

Individuals tend to engage in activities in which they feel they will be successful and which provide them an opportunity to act upon their values.

The data in this study shows that almost half, 48.1% of the respondents believe that teacher training does not equip teachers for the realities of the classroom and 20.5% are undecided on this issue. This has implications for the degree of confidence with which teachers approach their task. If the prospect of failure through lack of preparation is strong among graduates of teacher education programs, could this be a factor in determining the choice of some to seek other lines of employment? Could the comfort level of the first year teacher be so low that they either back away from the profession or experience great levels of frustration and eventual failure? Might not this feeling of unpreparedness result in the inability of the

individuals involved to implement the values they have determined to be most important such as professional development, ability utilization and achievement?

The prospect that beginning teachers may be approaching their assignments feeling unprepared for the realities they are about to face has serious implications for the training institution, future employers, new teachers and, most importantly, the children they will teach. Would the general public be as prepared to accept the certification and employment of a member of the medical/legal profession or air traffic controllers under such conditions?

This study also revealed that student teachers do not believe that teachers can help all students to learn. Less than one third of the sample are confident in this area. At the same time, it revealed that approximately 80% of the sample felt that the greatest rewards for teachers result from the fact that teachers know that their students have learned. The implications of this phenomenon may be profound. As a former classroom teacher, school counsellor, school psychologist, principal and superintendent, I have noted the frustration and some times exhaustion which teachers have experienced when "one or two" students in their class appeared "unable to learn." This was not necessarily offset by the fact that 20 or 25 children had learned and grew beyond even the expectation of the teacher. Many teachers have not been successful in balancing the

learning outcomes of the normal or gifted students with the learning difficulties of the less able. We are at a time when teacher burnout may be at its highest, when the thrust to mainstream special needs students has never been greater and when teacher training programs continue to graduate students who may never have taken a course in special education. We, therefore, must ask the fundamental question, "are teacher education institutions doing all that can be done to prepare teachers for the classroom?" The literature, this research and the experience of the author would suggest that they are not. This is not to suggest that the responsibility rests with the institutions alone. The responsibility is one that is shared with all those who consider the quality of instruction in schools a priority.

If teachers feel that their greatest rewards are psychic while at the same time recognize that numbers of their students will not learn, does this mean that there are failures built into the system? At a time when the thrust to mainstream special needs students has never been greater and when it is still possible to graduate students from teacher education programs who may never have taken a course in teaching exceptional children, do we set the stage for a feeling of failure among many young teachers? What impact do these conditions have upon the acceleration of the burnout process of young teachers and hence, the early departure from the profession?

These questions are critical ones for teacher educators and field practitioners to ask themselves as they observe and work with beginning teachers searching for the rewards needed to sustain their interest, energy and enthusiasm as they embark upon a career in teaching.

Success and satisfaction in work is related to the extent to which individuals have opportunities to implement the values they hold. It would be important for teacher educators to recognize that personal development, altruism, ability utilization, social relations and achievement rated as the top five of the twenty measured values. Opportunities should be provided for students to act upon these values during the cause of their training. These values also showed a high positive correlation at the .05 level with the value which students will seek in a work situation. In an attempt to provide increased likelihood of job satisfaction, field practitioners should attempt to ensure that teachers have opportunities to implement their values in the work place.

The tentative manner in which students approach the teaching profession should be of concern to the educational community which teachers are being trained to serve. One's ability to be successful is related to the belief that the task presented is able to be mastered. Vroom (1964) Teacher training institutions must explore ways to elevate the confidence level of those preparing to enter the

teaching profession. Employers must work with the training institutions to develop strategies to bridge the gap between initial training and the development of pedagogical expertise.

If the gap between graduating from a teacher education program and the level of confidence necessary to be successful in the field is not narrowed, then the profession can expect to have teachers enter its ranks who are unsure about their probability of being successful, who are less likely to implement values they hold and who may become a statistic in the revolving door exiting the profession. The solution to narrowing this gap rests at various stages in the process of becoming a teacher: when practising teachers model the role of "teacher" for the very young; when students are admitted to a program of teacher preparation; when they are exposed to a program which will graduate them declaring that, "they are ready to teach;" and when they are hired by an employer who directs children to their care. All of these factors have an impact upon the development on nurturing of the professional teacher.

Analysis of Research Methodology

The choice of a research methodology is often dependent upon the question or questions under study; the context within which the research is being conducted and the values which the investigator holds with respect to the research process.

In the case of this research, a decision was made to use both quantitative and qualitative research methodologies. This decision provided an opportunity to obtain data through the use of a questionnaire while at the same time pursue personal perspectives through the interview process.

Quantitative data gathering and analysis often fail to establish a personal link between the researcher and the subjects under study. On the one hand, this situation provides a degree of objectivity while on the other, it tends to distance the researcher from the subjects and prevents the exploration of motives and feelings. By utilizing both methodologies it was possible to gain a deeper understanding of the sample. For the purpose of this research project, the information gathered through the interview process proved invaluable in developing the image which education students had regarding the teaching profession and their role within. This data served to complement the large volume of data gathered through the administration of the Life Roles Inventory. While the

quantitative data gathered through this research identifies various relationships between values held by the sample and perceptions of life roles, it could not provide the personal perspective made possible through the interview process.

Teacher education and teaching, provides the opportunity to explore attitudes, feelings and beliefs in the context of a personal relationship. Research methods designed to examine these areas are strengthened when personal perspectives are pursued through direct contact with a portion of the sample.

As the investigator in this study, I placed a great value upon being able to discuss with student teachers their aspirations and perceptions of the teaching profession.

Suggestions for Further Research

The findings of this research point in a number of directions:

(a) the need for the refinement of admission procedures to programs of teacher education which would include an examination of the commitment which applicants have to a career in teaching;

(b) the need to continue the exploration of the values which education students possess and the creation of environments in which they are given a chance to implement those values;

(c) the need to acknowledge the importance which the self-concept plays as one embarks upon a career in teaching;

(d) the need to conduct follow-up studies with graduates from teacher education programs to examine career development in relation to initial expectations.

The data gathered through the course of this research could provide an ideal base for a research project which would trace career development of the members of the sample, compare value profiles at the time of initial completion of the LRI. with the present and obtain qualitative data on the five year period following graduation.

Summary and Conclusion

The preparation for becoming a professional teacher begins at an early age. Teaching is one of the few professions to which young people are exposed on a regular basis early in life. As individuals mature and progress through various developmental stages, they consciously decide to enter a program designed to provide the initial preparation for a career as a teacher. This study examined a number of factors affecting a group of students who have made that decision. The teacher education program serves as a focal point for the merging of past experiences, aspirations and motivations with the development of knowledge, exploration of values and anticipation of future life roles. This research examined the views which senior

undergraduate education students hold with regard to their own values, various life roles, career expectations and images of the profession.

In this examination it was discovered that education students place a high value upon such things as personal development, altruism and ability utilization, and place significantly less value upon physical prowess, risk and cultural identity.

The role of home and family emerged as the life role to which the highest degree of commitment was given. During their involvement in a teacher education program, students indicated that they participated in home and family activities to a lesser degree than they did in study and leisure activities. Community service rated last among the five roles studied in all three categories of the participation in commitment to and anticipated future involvement.

The expectations which the sample held for career enrollment were uncertain. The majority of the sample were not confident about obtaining full-time employment as a teacher or remaining in their initial position for a period of five years. Similarly, more than half the sample indicated the possibility of seeking a full-time position different from teaching.

Less than one third of the students in this study agree that teacher training equipped teachers for the reality of

the classroom. The majority are either undecided or disagree with this position.

This study has implications for the manner in which teacher education may be viewed by practitioners and laymen. The task of enhancing the public image of the teaching profession is shared with those involved in the preparation of teachers, members of the profession as well as those who make policy regarding public education. This study has also identified the need to raise the level of confidence which teachers have as they enter the profession. If the self-concept which many beginning teachers have is one of uncertainty in a number of areas, then the socialization process to the role of "teacher" may be made more difficult. Teaching has never been an easy task and there is no evidence that it will become so in the future. The complexity and challenge referred to in the opening sentence of this study will continue to present teachers with the difficult task of leading children to a better understanding of their world.

Teachers occupy a position of power, influence and authority. The manner in which these are exercised is dependent upon a number of factors. The outcomes they achieve, however, are realized in their capacity to expand the mind of the child. Steinbeck, as quoted by Billings (1990) said it well when he wrote

"In her classroom our speculations ranged the world. She breathed curiosity into us, so that each morning we brought in new questions, cupped and shielded in our hands like captured fireflies. When she left us, we were sad, but the light did not go out. She had written her indelible signature on our minds. I have had many who have taught me soon forgotten things, but only a few who created in me a new direction, a new energy ... What deathless power lies in the hands of such a person."

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Appendix A

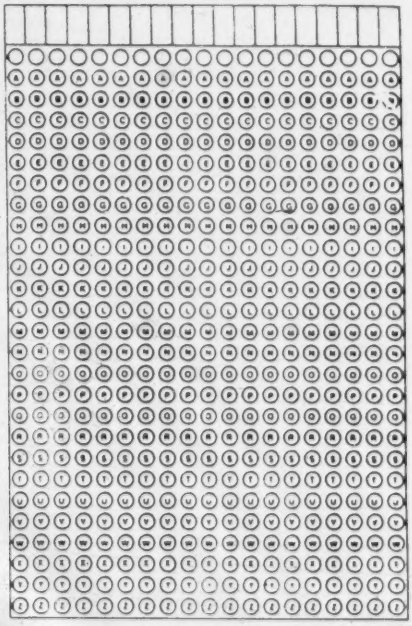
Life Roles Inventory

LIFE ROLES INVENTORY

The Life Roles Inventory is a measure of how you feel about the things that you are doing in your life. There are no right or wrong answers. Your answers will help you to identify what is important to you as you plan or continue your career.

BEGIN HERE

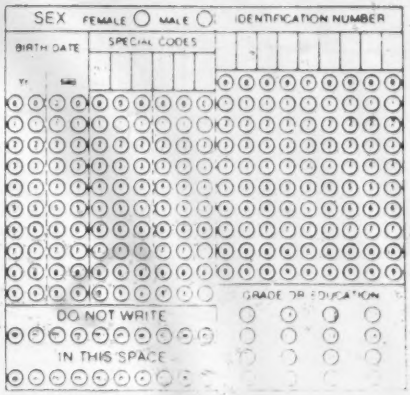
NAME
LAST NAME
FIRST



SEX FEMALE ○ MALE ○ IDENTIFICATION NUMBER

BIRTH DATE Yr Mo

SPECIAL CODES



GRADE OR EDUCATION

DO NOT WRITE IN THIS SPACE

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

Use black lead pencil only (HB or softer).
Make heavy black marks that fill the circle completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.

Please answer all questions. Do not skip any. Work quickly and remember: your first response is probably the best one.

REFER TO THIS EXAMPLE BEFORE STARTING

Employment and Immigration Canada Emploi et Immigration Canada

NO 23443

Part 1: Values

FOR EACH OF THE FOLLOWING STATEMENTS, INDICATE HOW IMPORTANT IT IS TO YOU.

	IT IS NOW OR WILL BE IMPORTANT FOR ME TO. . . .	LITTLE OR NO IMPORTANCE	SOME IMPORTANCE	IMPORTANT	VERY IMPORTANT
1.	USE ALL MY SKILLS AND KNOWLEDGE	○	○	○	○
2.	OBTAIN RESULTS WHICH SHOW THAT I HAVE DONE WELL	○	○	○	○
3.	GET AHEAD	○	○	○	○
4.	MAKE LIFE MORE BEAUTIFUL	○	○	○	○
5.	HELP PEOPLE WITH PROBLEMS	○	○	○	○
6.	BE ABLE TO TAKE CHARGE AT WORK WHEN NECESSARY	○	○	○	○
7.	ACT ON MY OWN	○	○	○	○
8.	DISCOVER, DEVELOP, OR DESIGN NEW THINGS	○	○	○	○
9.	BE ABLE TO AFFORD THE THINGS I WANT	○	○	○	○
10.	LIVE ACCORDING TO MY OWN IDEAS	○	○	○	○
11.	DEVELOP AS A PERSON	○	○	○	○
12.	EXERCISE	○	○	○	○
13.	BE ADMIRED FOR MY KNOWLEDGE AND SKILLS	○	○	○	○
14.	DO THINGS THAT INVOLVE SOME RISK	○	○	○	○
15.	TAKE PART IN ACTIVITIES WITH OTHER PEOPLE	○	○	○	○
16.	SPEND TIME WITH THE PEOPLE WHO ARE SPECIAL TO ME	○	○	○	○
17.	HAVE EACH DAY BE DIFFERENT IN SOME WAY	○	○	○	○
18.	HAVE GOOD SPACE AND LIGHT IN WHICH TO WORK	○	○	○	○
19.	LIVE WHERE PEOPLE OF MY RELIGION AND RACE ARE ACCEPTED	○	○	○	○
20.	WORK HARD PHYSICALLY	○	○	○	○
21.	DO WORK IN WHICH I HAVE ABILITIES	○	○	○	○
22.	KNOW THAT MY EFFORTS IN LIFE WILL SHOW	○	○	○	○
23.	ADVANCE QUICKLY IN MY CAREER	○	○	○	○
24.	FIND PLEASURE IN THE BEAUTY OF MY WORK	○	○	○	○
25.	BE INVOLVED IN WORK WHICH HELPS PEOPLE	○	○	○	○
26.	BE A LEADER ON THE JOB	○	○	○	○
27.	MAKE MY OWN DECISIONS AT WORK	○	○	○	○
28.	CREATE SOMETHING NEW IN MY WORK	○	○	○	○

FOR EACH OF THE FOLLOWING STATEMENTS, INDICATE HOW IMPORTANT IT IS TO YOU.

	IT IS NOW OR WILL BE IMPORTANT FOR ME TO. . .	LITTLE OR NO IMPORTANCE	SOME IMPORTANCE	IMPORTANT	VERY IMPORTANT
29.	HAVE A GOOD INCOME	○	○	○	○
30.	LIVE MY LIFE MY WAY	○	○	○	○
31.	HAVE IDEAS ABOUT WHAT TO DO WITH MY LIFE	○	○	○	○
32.	TAKE PART IN SPORTS AND OTHER PHYSICAL ACTIVITIES	○	○	○	○
33.	RECEIVE RECOGNITION FOR MY ACCOMPLISHMENTS	○	○	○	○
34.	FEEL THAT THERE IS SOME RISK OR DANGER IN MY WORK	○	○	○	○
35.	WORK IN A GROUP RATHER THAN BY MYSELF	○	○	○	○
36.	DO THINGS WITH PEOPLE I LIKE	○	○	○	○
37.	DO A NUMBER OF DIFFERENT THINGS EACH DAY	○	○	○	○
38.	HAVE GOOD SANITARY FACILITIES (E.G. WASHROOM) AT WORK	○	○	○	○
39.	WORK WHERE PEOPLE OF MY ETHNIC ORIGIN CAN HAVE GOOD CAREERS	○	○	○	○
40.	BE ABLE TO CARRY HEAVY THINGS EASILY	○	○	○	○
41.	DO WORK IN WHICH I CAN DEVELOP MY ABILITIES	○	○	○	○
42.	REACH A HIGH STANDARD IN MY WORK	○	○	○	○
43.	BE ABLE TO GET PROMOTIONS	○	○	○	○
44.	BE CONCERNED WITH BEAUTY IN MY WORK	○	○	○	○
45.	HELP OTHERS	○	○	○	○
46.	MANAGE THINGS AT WORK	○	○	○	○
47.	BE FREE TO GET ON WITH A JOB IN MY OWN WAY	○	○	○	○
48.	HAVE THE OPPORTUNITY TO TRY OUT NEW IDEAS AT WORK	○	○	○	○
49.	WORK WHERE EMPLOYMENT IS REGULAR AND SECURE	○	○	○	○
50.	WORK AT WHAT I WANT TO WHEN I WANT TO	○	○	○	○
51.	FIND PERSONAL SATISFACTION IN MY WORK	○	○	○	○
52.	BE PHYSICALLY ACTIVE IN MY WORK	○	○	○	○
53.	BE RESPECTED FOR THE QUALITY OF MY WORK	○	○	○	○
54.	TAKE ON DANGEROUS TASKS, IF THEY INTEREST ME	○	○	○	○
55.	BE WITH OTHER PEOPLE WHILE I WORK	○	○	○	○
56.	WORK WITH PEOPLE I LIKE	○	○	○	○

FOR EACH OF THE FOLLOWING STATEMENTS, INDICATE HOW IMPORTANT IT IS TO YOU.

	IT IS NOW OR WILL BE IMPORTANT FOR ME TO. . .	LITTLE OR NO IMPORTANCE	SOME IMPORTANCE	IMPORTANT	VERY IMPORTANT
57.	CHANGE WORK ACTIVITIES FREQUENTLY	○	○	○	○
58.	BE PROTECTED FROM THE WEATHER WHILE I WORK	○	○	○	○
59.	WORK IN A LANGUAGE WITH WHICH I AM COMFORTABLE	○	○	○	○
60.	USE MY PHYSICAL STRENGTH AT WORK	○	○	○	○
61.	USE MY TALENTS IN MY WORK	○	○	○	○
62.	ACHIEVE THE GOALS I HAVE SET FOR MYSELF	○	○	○	○
63.	WORK WHERE PEOPLE HAVE THE CHANCE TO GET AHEAD	○	○	○	○
64.	ADD TO THE BEAUTY OF MY ENVIRONMENT	○	○	○	○
65.	GIVE HELP TO THOSE WHO NEED IT	○	○	○	○
66.	HAVE OTHERS FOLLOW MY INSTRUCTIONS	○	○	○	○
67.	BE INDEPENDENT	○	○	○	○
68.	INVENT NEW WAYS TO SOLVE PROBLEMS	○	○	○	○
69.	BE FINANCIALLY SECURE	○	○	○	○
70.	CHOOSE MY OWN STYLE OF LIFE	○	○	○	○
71.	TAKE MY RESPONSIBILITIES SERIOUSLY	○	○	○	○
72.	BE PHYSICALLY FIT ENOUGH TO DO MY JOB	○	○	○	○
73.	HAVE OTHERS THINK WELL OF THE WORK I DO	○	○	○	○
74.	TAKE CHANCES IN MY LIFE	○	○	○	○
75.	BE INVOLVED WITH OTHERS	○	○	○	○
76.	HAVE GOOD FRIENDS	○	○	○	○
77.	HAVE VARIETY IN MY LIFE	○	○	○	○
78.	WORK IN A PLACE THAT IS FREE OF HAZARDS	○	○	○	○
79.	USE THE LANGUAGE OF MY CHOICE WHENEVER I WANT	○	○	○	○
80.	BE ABLE TO MOVE HEAVY OBJECTS	○	○	○	○
81.	WORK AT WHAT I AM GOOD AT	○	○	○	○
82.	COMPLETE WHAT I START	○	○	○	○
83.	BE SUCCESSFUL	○	○	○	○
84.	BE ABLE TO APPRECIATE BEAUTY	○	○	○	○

FOR EACH OF THE FOLLOWING STATEMENTS, INDICATE HOW IMPORTANT IT IS TO YOU.					
	IT IS NOW OR WILL BE IMPORTANT FOR ME TO. . .	LITTLE OR NO IMPORTANCE	SOME IMPORTANCE	IMPORTANT	VERY IMPORTANT
85.	BE CONSIDERATE OF OTHERS	O	O	O	O
86.	HAVE THE AUTHORITY AT WORK TO GET THINGS DONE	O	O	O	O
87.	CHOOSE HOW I AM GOING TO DO MY WORK	O	O	O	O
88.	USE MY IMAGINATION WHENEVER I CAN	O	O	O	O
89.	EARN A STEADY INCOME	O	O	O	O
90.	WORK WHERE THERE ARE FEW RULES OR REGULATIONS	O	O	O	O
91.	BE RESPONSIBLE FOR DOING MY WORK WELL	O	O	O	O
92.	KEEP MY BODY FIT	O	O	O	O
93.	BE KNOWN FOR DOING GOOD WORK	O	O	O	O
94.	GAMBLE WHEN THERE IS SOMETHING TO GAIN	O	O	O	O
95.	SPEND TIME WITH FRIENDS	O	O	O	O
96.	HAVE FRIENDS WHO WILL HELP ME WHEN I HAVE PROBLEMS	O	O	O	O
97.	HAVE VARIETY IN MY WORK	O	O	O	O
98.	HAVE A COMFORTABLE WORK PLACE	O	O	O	O
99.	FEEL PROUD OF MY CULTURAL HERITAGE	O	O	O	O
100.	BE PHYSICALLY STRONG	O	O	O	O

CONTINUE ON NEXT PAGE

Part 2: Salience

This inventory asks you about the meanings and importance of the various kinds of things that you do. Please answer all the questions as well as you can and do not skip any.

Before you answer any of the questions, please read through the following descriptions of the five key activities used in the inventory, so that you understand what they are meant to involve.

STUDYING:	What you do **to learn new things.** It includes taking courses and going to school either during the day or in the evening. It covers all the work you do to prepare for class such as homework, assignments and studying. It can also include the studying that you do on your own in order to learn how to do a hobby or to gain a new skill.
WORKING:	What you do **to make money or profits,** either on a job or for yourself.
COMMUNITY SERVICE:	What you do as a **volunteer to help your community.** It can include what you do in recreational groups like sports leagues, on the student union, in self-help groups, in neighbourhood associations, political parties, in trade unions, or in any other group or club where you are doing something to make life better or more interesting for those around you.
HOME AND FAMILY:	What you do **to take care of your home, your family** and your responsibilities. It includes housework, repairs, washing, cooking, cleaning up after meals, shopping and looking after your dependents such as your children, relatives or pets.
LEISURE ACTIVITIES:	What you do for **fun and relaxation.** It can include things like taking part in sports or exercise, watching television, doing a hobby, going to the movies or spending time with your family and your friends.

Here you are asked to tell about some of the things you do in each of the kinds of activities to which you give some time, and then to show how you feel about doing them. You may need to consider **time** in some questions and **amount** or quantity in others. Please read each statement carefully, then use the scale of 1 to 4, as given below, to show **how true** the statement is of you (or **how much** it applies to you) in each of the five activities:

1 means ...	Never or rarely	OR	Little or none
2 means ...	Sometimes	OR	Some
3 means ...	Often	OR	Quite a lot
4 means ...	Always or almost always	OR	A great deal

Section 1: Participation (what you actually do or have done recently).

PLEASE DO EACH ITEM IN NUMBERS A TO J.

1 means - Never or rarely | 2 means - Sometimes | 3 means - Often | 4 means - Always or almost always

A.	I have spent or do spend time in					F.	I have been or am active in an organization that has to do with				
	1. studying	1	2	3	4		26. studying	1	2	3	4
	2. working	1	2	3	4		27. working	1	2	3	4
	3. community service	1	2	3	4		28. community service	1	2	3	4
	4. home and family	1	2	3	4		29. home and family	1	2	3	4
	5. leisure activities	1	2	3	4		30. leisure activities	1	2	3	4
B.	I have talked or do talk to people about					G.	As often as I can I take part in				
	6. studying	1	2	3	4		31. studying	1	2	3	4
	7. working	1	2	3	4		32. working	1	2	3	4
	8. community service	1	2	3	4		33. community service	1	2	3	4
	9. home and family	1	2	3	4		34. home and family	1	2	3	4
	10. leisure activities	1	2	3	4		35. leisure activities	1	2	3	4
C.	I have spent or do spend time reading about					H.	I have improved my performance in				
	11. studying	1	2	3	4		36. studying	1	2	3	4
	12. working	1	2	3	4		37. working	1	2	3	4
	13. community service	1	2	3	4		38. community service	1	2	3	4
	14. home and family	1	2	3	4		39. home and family	1	2	3	4
	15. leisure activities	1	2	3	4		40. leisure activities	1	2	3	4
D.	I have taken or do take advantage of opportunities in					I.	I am active in				
	16. studying	1	2	3	4		41. studying	1	2	3	4
	17. working	1	2	3	4		42. working	1	2	3	4
	18. community service	1	2	3	4		43. community service	1	2	3	4
	19. home and family	1	2	3	4		44. home and family	1	2	3	4
	20. leisure activities	1	2	3	4		45. leisure activities	1	2	3	4
E.	I have some books and magazines on					J.	I encourage others to spend time in				
	21. studying	1	2	3	4		46. studying	1	2	3	4
	22. working	1	2	3	4		47. working	1	2	3	4
	23. community service	1	2	3	4		48. community service	1	2	3	4
	24. home and family	1	2	3	4		49. home and family	1	2	3	4
	25. leisure activities	1	2	3	4		50. leisure activities	1	2	3	4

Section II: Commitment (how you feel about it)

Use the same scale of 1 to 4 to show how you feel about each of the activities in the Questions A to J.

1 means - Little or none 2 means - Some 3 means - Quite a lot 4 means - A great deal

A. It is or will be important to me to be good in				
1. studying	1	2	3	4
2. working	1	2	3	4
3. community service	1	2	3	4
4. home and family	1	2	3	4
5. leisure activities	1	2	3	4
B. I am or expect to be very much involved in				
6. studying	1	2	3	4
7. working	1	2	3	4
8. community service	1	2	3	4
9. home and family	1	2	3	4
10. leisure activities	1	2	3	4
C. I would like to be remembered for what I did in				
11. studying	1	2	3	4
12. working	1	2	3	4
13. community service	1	2	3	4
14. home and family	1	2	3	4
15. leisure activities	1	2	3	4
D. I would like to be active for many years in				
16. studying	1	2	3	4
17. working	1	2	3	4
18. community service	1	2	3	4
19. home and family	1	2	3	4
20. leisure activities	1	2	3	4
E. I am committed to being active in				
21. studying	1	2	3	4
22. working	1	2	3	4
23. community service	1	2	3	4
24. home and family	1	2	3	4
25. leisure activities	1	2	3	4
F. I am or will be proud to do well in				
26. studying	1	2	3	4
27. working	1	2	3	4
28. community service	1	2	3	4
29. home and family	1	2	3	4
30. leisure activities	1	2	3	4
G. I feel personally involved in				
31. studying	1	2	3	4
32. working	1	2	3	4
33. community service	1	2	3	4
34. home and family	1	2	3	4
35. leisure activities	1	2	3	4
H. I admire people who are good at				
36. studying	1	2	3	4
37. working	1	2	3	4
38. community service	1	2	3	4
39. home and family	1	2	3	4
40. leisure activities	1	2	3	4
I. I find it fulfilling to take part in				
41. studying	1	2	3	4
42. working	1	2	3	4
43. community service	1	2	3	4
44. home and family	1	2	3	4
45. leisure activities	1	2	3	4
J. I would like to have plenty of time for				
46. studying	1	2	3	4
47. working	1	2	3	4
48. community service	1	2	3	4
49. home and family	1	2	3	4
50. leisure activities	1	2	3	4

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Section III: Role Values Grid

In this section, you will be asked questions which may sound like those you have already answered. However, here your answers will show what values you seek in each of the five major life roles: studying, working, community service, home and family and leisure activities. What you value may often differ in each activity.

Please read each statement carefully and then use the following scale to show how much opportunity you see to find each value in each activity. Very occasionally, you may feel that a value does not apply to a particular activity. When this happens, fill in the circle "NA" or "Not Applicable".

WHAT OPPORTUNITY DO YOU SEE NOW OR IN THE FUTURE TO. . .

1 means – Little or none; 2 means – Some; 3 means – Quite a lot; 4 means – A great deal

A. use all my skills and knowledge in					
1. studying	1	2	3	4	NA
2. working	1	2	3	4	NA
3. community service	1	2	3	4	NA
4. home and family	1	2	3	4	NA
5. leisure activities	1	2	3	4	NA
B. Be good at					
6. studying	1	2	3	4	NA
7. working	1	2	3	4	NA
8. community service	1	2	3	4	NA
9. home and family	1	2	3	4	NA
10. leisure activities	1	2	3	4	NA
C. Be able to appreciate beauty through my					
11. studying	1	2	3	4	NA
12. working	1	2	3	4	NA
13. community service	1	2	3	4	NA
14. home and family	1	2	3	4	NA
15. leisure activities	1	2	3	4	NA
D. Help others through my					
16. studying	1	2	3	4	NA
17. working	1	2	3	4	NA
18. community service	1	2	3	4	NA
19. home and family	1	2	3	4	NA
20. leisure activities	1	2	3	4	NA
E. Act on my own in					
21. studying	1	2	3	4	NA
22. working	1	2	3	4	NA
23. community service	1	2	3	4	NA
24. home and family	1	2	3	4	NA
25. leisure activities	1	2	3	4	NA
F. Use my imagination in					
26. studying	1	2	3	4	NA
27. working	1	2	3	4	NA
28. community service	1	2	3	4	NA
29. home and family	1	2	3	4	NA
30. leisure activities	1	2	3	4	NA
G. Be able to afford to					
31. study	1	2	3	4	NA
32. work	1	2	3	4	NA
33. do community work	1	2	3	4	NA
34. do home and family care	1	2	3	4	NA
35. have leisure activities	1	2	3	4	NA
H. Have the following be part of my way of life					
36. studying	1	2	3	4	NA
37. working	1	2	3	4	NA
38. community service	1	2	3	4	NA
39. home and family	1	2	3	4	NA
40. leisure activities	1	2	3	4	NA
I. Be physically active as part of my					
41. studying	1	2	3	4	NA
42. working	1	2	3	4	NA
43. community service	1	2	3	4	NA
44. home and family	1	2	3	4	NA
45. leisure activities	1	2	3	4	NA
J. Be recognized for my accomplishments in					
46. studying	1	2	3	4	NA
47. working	1	2	3	4	NA
48. community service	1	2	3	4	NA
49. home and family	1	2	3	4	NA
50. leisure activities	1	2	3	4	NA
K. Gamble where there is something to gain by					
51. studying	1	2	3	4	NA
52. working	1	2	3	4	NA
53. doing community service	1	2	3	4	NA
54. doing home and family activities	1	2	3	4	NA
55. having leisure activities.	1	2	3	4	NA
L. Do things with other people in					
56. studying	1	2	3	4	NA
57. working	1	2	3	4	NA
58. community service	1	2	3	4	NA
59. home and family	1	2	3	4	NA
60. leisure activities	1	2	3	4	NA
M. Have variety in					
61. studying	1	2	3	4	NA
62. working	1	2	3	4	NA
63. community service	1	2	3	4	NA
64. home and family	1	2	3	4	NA
65. leisure activities	1	2	3	4	NA
N. Have good conditions for					
66. studying	1	2	3	4	NA
67. working	1	2	3	4	NA
68. community service	1	2	3	4	NA
69. home and family	1	2	3	4	NA
70. leisure activities	1	2	3	4	NA

Part Three: Personal Information

1. Sex ○ Male ○ Female

2. What is your marital status?
○ Never married ○ Now married ○ No longer married

3. Which one of the following best describes what you are doing full-time (i.e. 30 or more hours per week?)
○ Employed ○ Student ○ Unemployed
○ Homemaker ○ Other

4. Which one of the following best describes what you are doing part-time (i.e. less than 30 hours a week).
○ Employed ○ Student ○ Homemaker
○ None of these

5. If you are employed, what kind of work do you normally do? or if you are a student or unemployed, what kind of work do you intend to do?
○ Professional and managerial (usually requires university training)
○ Clerical and sales
○ Skilled (Usually requires community college training)
○ Semi-skilled or unskilled (no special training required)

6. If you are a student, what kind of work do each of the following normally do or would do if working?

	Father	Mother	Spouse
Professional & managerial	○	○	○
Clerical & sales	○	○	○
Skilled	○	○	○
Semi-skilled or unskilled	○	○	○
Does not apply	○	○	○

7. What was your approximate total family income in 1981 (for members living in the same household e.g. husband and wife, parents)?
○ Up to $10,000
○ $10,001 to $19,999
○ $20,000 to $29,999
○ $30,000 to $39,999
○ $40,000 to $49,999
○ $50,000 $59,999
○ $60,000 to $69,999
○ $70,000 to $79,999
○ $80,000 to $95,000
○ More than $95,000
○ Don't know

8. What is the total number of years of education you have completed successfully?
○ Up to 8 ○ 9 to 11 ○ 12 to 13
○ 14 to 16 ○ 17 or more

9. Do you consider yourself to be a member of either of the following groups?
(A) Immigrant to Canada ○ Yes ○ No
(B) Native person (e.g. Inuit, Amerindian) ○ Yes ○ No

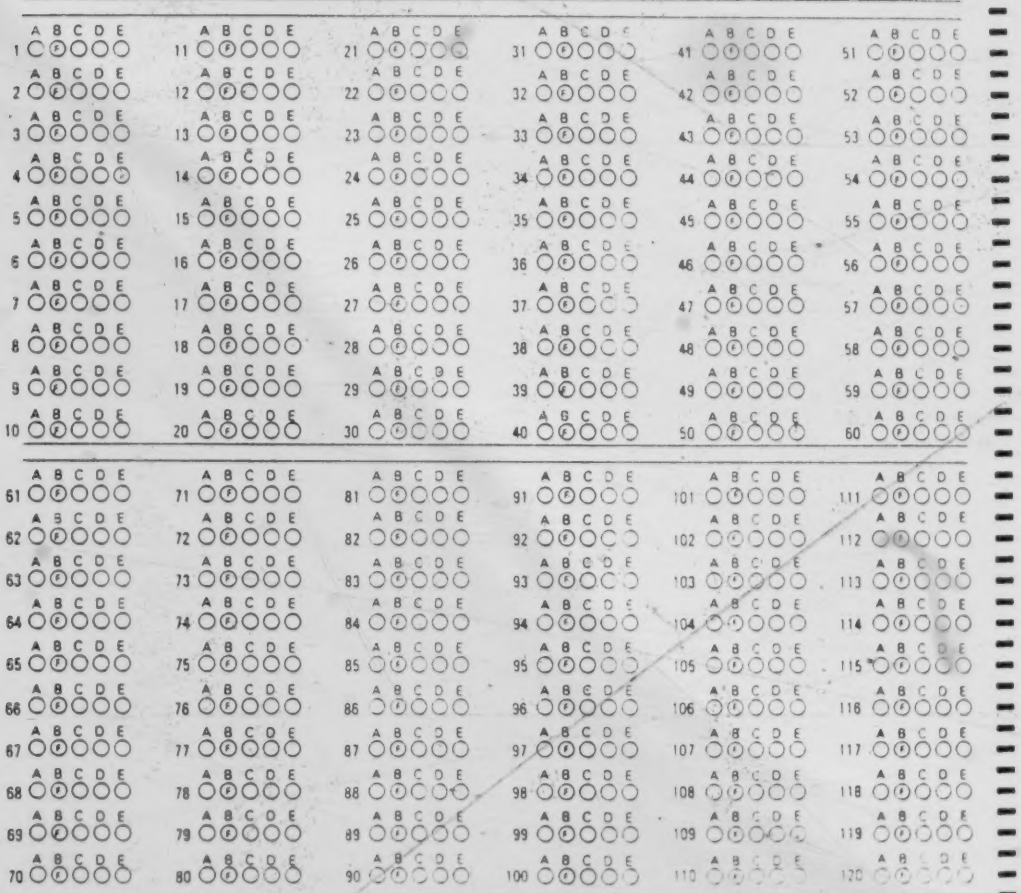
10. In what province or territory do you now live?
○ Newfoundland ○ Manitoba
○ Nova Scotia ○ Saskatchewan
○ Prince Edward Island ○ Alberta
○ New Brunswick ○ British Columbia
○ Québec ○ Northwest Territories
○ Ontario ○ Yukon

11. Rate yourself on each of the following traits as you really think you are when compared with other people. Give the most accurate estimate of how you see yourself. Fill in the appropriate number and avoid rating yourself the same in each ability.

	LOW	AVERAGE	HIGH
Mechanical Ability	○	○	○
Scientific Ability	○	○	○
Artistic Ability	○	○	○
Teaching Ability	○	○	○
Sales Ability	○	○	○
Clerical Ability	○	○	○
Manual Skills	○	○	○
Math Ability	○	○	○
Musical Ability	○	○	○
Friendliness	○	○	○
Managerial Skills	○	○	○
Office Skills	○	○	○

SPECIAL SURVEY SECTION

FOR USE OF EMPLOYER OR RESEARCH GROUP GATHERING ADDITIONAL INFORMATION.
PLEASE FOLLOW THE INSTRUCTIONS OF THE TEST SUPERVISOR IN COMPLETING THIS SECTION.



FORWARD COMPLETED BOOKLETS TO:

PsiCan Consulting Ltd.,
Box 170, Room 103
Students' Union Building
University of Alberta
Edmonton T6G 9Z9

121 T F	131 T F	141 T F	151 T F	161 T F	171 T F
122 T F	132 T F	142 T F	152 T F	162 T F	172 T F
123 T F	133 T F	143 T F	153 T F	163 T F	173 T F
124 T F	134 T F	144 T F	154 T F	164 T F	174 T F
125 T F	135 T F	145 T F	155 T F	165 T F	175 T F
126 T F	136 T F	146 T F	156 T F	166 T F	176 T F
127 T F	137 T F	147 T F	157 T F	167 T F	177 T F
128 T F	138 T F	148 T F	158 T F	168 T F	178 T F
129 T F	139 T F	149 T F	159 T F	169 T F	179 T F
130 T F	140 T F	150 T F	160 T F	170 T F	180 T F

180 T F	190 T F	200 T F	210 T F	220 T F	230 T F
181 T F	191 T F	201 T F	211 T F	221 T F	231 T F
182 T F	192 T F	202 T F	212 T F	222 T F	232 T F
183 T F	193 T F	203 T F	213 T F	223 T F	234 T F
184 T F	194 T F	204 T F	214 T F	224 T F	235 T F
185 T F	195 T F	205 T F	215 T F	225 T F	236 T F
186 T F	196 T F	206 T F	216 T F	226 T F	237 T F
187 T F	197 T F	207 T F	217 T F	227 T F	238 T F
188 T F	198 T F	208 T F	218 T F	228 T F	239 T F
189 T F	199 T F	209 T F	219 T F	229 T F	240 T F

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Appendix B

Student Record Release Form

PARTICIPATION AGREEMENT AND

STUDENT RECORD RELEASE FORM

I, _____, hereby agree to participate in the Work Importance and Student Performance Study being conducted by Mr. J. B. MacNeil. I also hereby authorize Mr. MacNeil to gain access to my student records at the University of Alberta.

It is my understanding that student record information will be used only for the purpose of establishing statistical relationships among variables and that personal anonymity will be protected.

I would be willing __ ; unwilling __ to participate in an interview with the researcher on issues raised in the Life Roles Inventory.

It is my understanding that Mr. MacNeil will, following the completion of the study, provide me with an abstract of the study.

_____
Date

_____
Signature

_____
U. of A. I.D. Number

_____
Phone Number

Appendix C

Categories

CATEGORIES

1. Background Information
2. Goals at Time of Entry
3. Admission Standards and Procedures
4. Course Work
5. The Practicum Experience
6. Images of Teaching and Career Exepctations
7. Recommendations for Change

Appendix D

Definitions of the Sub-scales of the Life Roles Inventory-Values Scales

Definitions of the Sub-scales of the Life Roles Inventory - Values Scales

SUB-SCALE TITLE	DEFINITION
ABILITY UTILIZATION	- to use one's skills and knowledge
ACHIEVEMENT	- to have results which show one has done well
ADVANCEMENT	- to get ahead
AESTHETICS	- adding to and enjoying the beauty of processes, products and surroundings, both natural and man-made
ALTRUISM	- helping others and being concerned for their welfare
AUTHORITY	- telling others what to do
AUTONOMY	- to act on one's own
CREATIVITY	- to be creative
ECONOMICS	- to have a high standard of living
LIFE STYLE	- to live according to one's own ideas
PERSONAL DEVELOPMENT	- to develop as a person
PHYSICAL ACTIVITY	- to exercise a lot
PRESTIGE	- to be admired and recognized
RISK	- to be able to take risks
SOCIAL INTERACTION	- to do things with other people
SOCIAL RELATIONS	- to be with friends
VARIETY	- to have changing activities or conditions
WORKING CONDITIONS	- to have a good work setting, good treatment, and associates
CULTURAL IDENTITY	- to be accepted as a member of one's race, religion or ethnic group
PHYSICAL PROWESS	- to work hard and use one's strength

Appe: ix E

Special Survey Section

To be completed on the back inside page of the booklet. Please disregard the "F" in the circle under "B."

A - IMAGES OF TEACHING:

The following set of items describe a number of possible aspects of the real world of classroom teaching. Based on what you know about schools and teaching, what would you predict to be a fairly accurate description of teaching?

For each item, please select the response which best represents your estimate or prediction of what the real world of teaching is like. Please fill in the appropriate circle, using the following coding system:

A	B	C	D	E
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1.	Teacher training equips teachers for the realities of the classroom.	A B C D E
2.	Teachers struggle with their problems and anxieties privately, and therefore, spend most of their time physically apart from their colleagues.	A B C D E
3.	Teachers develop a common technical culture; that is they belong to a group of colleagues who see themselves as sharing a generalized body of knowledge and practice.	A B C D E
4.	When teachers get help, the most effective source tends to be administrators and specialists.	A B C D E
5.	Teacher effectiveness is best gauged by students test results.	A B C D E
6.	The greatest rewards teachers mention are "psychic rewards" such as ones own knowledge that students have learned.	A B C D E
7.	Teachers are confident that they can help all students to learn.	A B C D E
8.	Teachers have adequate opportunities to observe other teachers in their classrooms.	A B C D E

9. Teachers are subject to frequent disruptions from within and outside their classrooms. A B C D E

10. Given good planning, lessons will be successful. A B C D E

B. CAREER EXPECTATIONS:

For each item, please select the response which best represents your career expectations.

A	B	C	D	E
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. I expect to obtain full-time employment as a teacher immediately following graduation. A B C D E

2. I expect to remain in my initial teaching position for a period of five years. A B C D E

3. I expect to seek an administrative position within the first ten years of employment as a teacher. A B C D E

4. I expect that establishing classroom discipline will be the most difficult task of my first year of teaching. A B C D E

5. I expect to remain a classroom teacher throughout my professional career. A B C D E

6. I expect to eventually seek full-time employment in an area other than teaching. A B C D E

7. I expect to eventually obtain a M.Ed. A B C D E

8. I expect to obtain a Ph.D. A B C D E

Appendix F

Factor Analysis
Verimac Rotation

FACTOR ANALYSIS

Verimac Rotation

		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1.	Ability Utilization	.44775*	.60970*	.16158	.18976	-.23117
2.	Achievement	.28416	.52335*	.52280*	.07838	-.13458
3.	Advancement	.20995	-.00718	.83908*	.03818	.11041
4.	Aesthetics	.56416*	.26116	-.15913	.47952*	.14189
5.	Altruism	.00648	.83935*	-.07575	.13075	.11688
6.	Authority	.19298	.44979*	.54829*	-.15530	.21417
7.	Autonomy	.68376*	.13562	.35816	-.02939	.00353
8.	Creativity	.73931*	.29796	-.03847	-.03048	-.05906
9.	Economics	.05708	-.03741	.79778*	.29642	.19580
10.	Life Style	.70001*	-.19399	.32461	.13382	.07745
11.	Personal Development	.51938*	.62178*	.15532	.12735	-.21246
12.	Physical Activity	.07005	.16327	.17669	.20892	.76935*
13.	Prestige	.11331	.26700	.73193*	.18828	.05541
14.	Risk	.66078*	-.08239	.08964	-.28410	.36046
15.	Social Interaction	.04387	.69851*	.13845	.14894	.29169
16.	Social Relations	.03364	.57627*	.29996	.42702*	.18723
17.	Variety	.57664*	.29054	.24724	.13267	.30270
18.	Working Conditions	-.05312	.19499	.16616	.79742*	.09911
19.	Cultural Identity	.05710	.11773	.16611	.80122*	.14724
20.	Physical Prowess	.09906	.03018	.09967	.10899	.81713*